WORK BOOK *for* PROUD PROCESSION

by T. W. Woodhead

BOOK 6

CURRICULUM

PE
1121
D55
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wkbk.

CURR HIST

CANADIAN PARADE READERS

ARCTIC OCEAN
N
W
E
S
YUKON R.
Aklavik
MACKENZIE R.
Dawson
YUKON
GREAT BEAR LAKE
Normans
Port Radium
NORTH-WEST TERRITORIES
L. GARRY
HUDSON BAY
LABRADOR
NEW-FOUND-LAND
PEACE RIVER
ATHABASCA R.
BRITISH COLUMBIA
ALBERTA
SASKATCHEWAN
MANITOBA
FRASER R.
Edmonton
Rocky Mt. House
SASKATCHEWAN R.
Prince Albert
LAKE WINNIPEG
WINNIPEG R.
Canmore
Calgary
Vancouver
Victoria
Lethbridge
COLUMBIA RIVER
Regina
Winnipeg (FORT GARRY)
ONTARIO
QUEBEC
ST. LAWRENCE RIVER
GASPÉ
PRINCE EDWARD ISLAND
Glace Bay
GRAND LAKE
ST. JOHN
NOVA SCOTIA
Halifax
Quebec
St. John
Cobalt
Montreal
Ottawa
LAKE SUPERIOR
LAKE HURON
Toronto
L. ONTARIO
Guelph
L. ERIE
LAKE MICHIGAN
PACIFIC OCEAN
ATLANTIC OCEAN
CANADA

CANADIAN PARADE READERS

WORK BOOK

TO ACCOMPANY

Proud Procession

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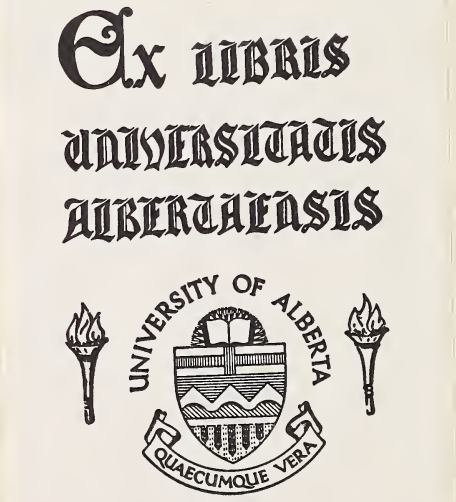

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My Name: ..... Grade: .....

School: .....

Date: .....

SOMETHING ABOUT ME

I am ..... years old. My birthday is .....

I live at .....

My Hobby is .....

I am also interested in .....

Outside of School I take lessons in .....

When I grow up I think I should like to .....

Snapshot

452360

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FOREWORD

This work-book accompanies *Proud Procession,* the SIXTH READER of the CANADIAN PARADE READERS and forms an integral part of the year's reading programme. It does not replace actual discussion of the selections contained in the reader. It should and can not. It does, however, supplement this class discussion by providing a variety of exercises designed to give the individual pupil practice in certain definite reading skills. The exercises based on the reader consist, in most cases, of questions of a number of different types, thus providing a *constant repetition of practice* in such skills as *finding central meaning; skimming for specific detail; recall; inference; outlining; recognizing relationships, likenesses and differences; understanding word meanings and word-building; following instructions; and using pictorial illustration.*

As is the case with all work-books of this type, the greatest value to be derived from its use is obtained from the pupils' discussion of their answers. They should be expected to justify these answers, usually by reference to the text. It is not enough to assign exercises and mark answers right or wrong.

Five short tests, similar in type and approximately equal in difficulty are included. They will serve to give some indication of the pupil's silent reading progress. They include questions on central meaning, specific detail, vocabulary, inference, and reference of pronouns.

There are a few exercises on rhyme and rhythm and on the use of dictionary and encyclopedia. The exercises are in many different forms, but throughout the book emphasis has been placed on *close observation and thoughtful interpretation and inference.*

INDEX OF READING SKILLS

I. Finding the Main Thought of Selection or Paragraph: 15, 32, 34, 49, 50, 51, 56, 79, 88, 104, 105, 114, 116.

II. Skimming to Locate Definite Pieces of Information: 5, 10, 11, 28, 34, 35, 41, 46, 54, 56, 69, 72, 75, 76, 78, 83, 87, 88, 89, 94, 99, 105, 108, 110, 114, 115, 116.

III. Recognizing Relationships—
Cause and Effect: 3, 6, 28, 31, 34, 43, 49.
Comparisons: 21, 24, 74, 85, 108.
Time: 103.

IV. Inferring Ideas from Text or Illustration: 11, 14, 17, 29, 41, 55, 56, 60, 65, 77, 83, 89, 94, 95, 96, 99, 103, 107, 111, 113.

V. Recognizing Distinguishing Characteristics: 15, 17, 43, 100, 111.

VI. Finding Sentences to Prove or Disprove Statements: 5, 9, 14, 17, 20, 26, 46, 50, 69, 100, 108, 111, 115.

VII. Recognizing Likeness or Difference in Meaning of Sentence or Paragraph: 24, 27, 30, 40, 43, 44, 45, 63, 80, 101.

VIII. Outlining, Organizing Material in Sequence: 24, 78, 81, 107.

IX. Relating Text and Map or Pictorial Illustration: 9, 16, 26, 49, 54, 58, 59, 71, 79, 90, 91, 99, 114.

X. Recognizing Word Meanings: 5, 10, 24, 33, 41, 42, 43, 57, 60, 65, 68, 72, 75, 76, 82, 94, 96, 109, 115.

XI. Word Building: 3, 11, 13, 18, 32, 54, 60, 61, 73, 75, 81, 85, 106, 114.

XII. Dictionary Skills—
Pronunciation (Diacritical Marks): 4, 19, 25, 26, 82.
Alphabetical Order: 9, 12, 26, 40, 41, 72, 76, 96, 110.
Syllabication: 9, 18, 21, 32, 40, 110.
Choosing Meanings to Fit Context: 12, 106.
Guide words: 19.

XIII. Word Games: 12, 25, 62, 64, 84, 102.

XIV. Following Instructions: 6, 8, 22, 23.

XV. Recognizing Reference of Pronouns: 65, 100.

XVI. Rhyme and Rhythm: 86, 97, 98.

XVII. Interpreting Figurative and Unusual Language: 14, 28, 54, 69, 83, 111.

XVIII. Using Encyclopedia: 47, 48.

XIX. Reading Maps, Graphs, Timetables: 7, 8, 35, 36, 52, 53, 112, 113.

XX. Classifying: 21, 33, 79.

XXI. Choosing Words to Fit Context: 42, 109.

XXII. Suggesting Suitable Titles: 58, 70, 85, 90.

XXIII. Tests: 1, 2, 37, 38, 39, 66, 67, 92, 93, 117, 118.

TEST No. 1

I. The bodies of clams, mussels, oysters, and other shellfish are exceedingly tender. To protect these soft bodies they *secrete* a fluid which hardens on the inside of their coarse lime shells and provides a smooth, pearly lining of *exquisite* coloring. In commerce the term "mother of pearl" is often given to this lining, and the term "pearls" is reserved for round bits of the same material found loose within the shell or attached to it. The formation of pearls is explained in this way. In case a grain of sand or other sharp substance gets inside the shell the animal has no way of *ejecting it,* and the fluid coats the annoying grain with films of pearl. The longer the animal lives the larger the pearl grows. The Chinese and Japanese are said to produce pearls by following Nature's plan.

A. This paragraph is chiefly about:

1. what pearls are and how they are formed.
2. clams, mussels, oysters and other shellfish.
3. how the Chinese and Japanese produce pearls.
4. mother of pearl.

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. *secrete* .....
2. *exquisite* .....
3. *ejecting* .....

(a) hidden away
(b) find
(c) produce
(d) extreme
(e) required
(f) most beautiful
(g) throwing out
(h) refusing
(i) polishing

C. This paragraph suggests that *mother of pearl* forms the lining of the shells of

1. clams only
2. mussels only
3. oysters only
4. oysters and other shellfish.

D. The inside lining of the shells of oysters and other shellfish is called

.....

E. The word *it* underlined refers to .....

F. A *fluid* is

1. the material of which the soft body of the oyster is made.
2. the hard inside lining of the shell.
3. a material of exquisite coloring.
4. a material which will flow like milk or water.

G. "Nature's Plan" mentioned in the last sentence of the paragraph is

placing .....

H. Write words from the paragraph having these meanings:

1. fastened .....
2. substance .....
3. thin coatings .....

II. The bloodhound is a dignified dog with large, wrinkled chops and large *pendulous* ears. It was much used to trace runaway slaves, and is still employed to pursue criminals, find lost children, or the like. If a shoe or garment of the desired fugitive, or an *authentic* footprint, can be shown this intelligent animal it will sniff the article until it has the scent. It then courses round and round until it finds the trail of the *fugitive*, which it recognizes by the mere scent, even when a day or two old; then it sets off baying on the trail which it will follow for days. It is useless for a fugitive to walk fences, double back on *his* path, climb trees, pass through a herd of cattle, or step in the tracks of another person. The only way to throw a bloodhound off is to wade in water, and even then the dog will course up and down the shores for miles searching for the lost trail.

A. This paragraph is chiefly about

1. bloodhounds and other tracking dogs.
2. the appearance of the bloodhound.
3. how to escape from a bloodhound.
4. how a bloodhound follows its quarry.

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. *pendulous* .....
2. *authentic* .....
3. *fugitive* .....

(a) big
(b) loosely hanging down
(c) little
(d) genuine, real
(e) written
(f) deep
(g) dog owner
(h) person trying to catch another
(i) person running away

C. Write the word from the paragraph meaning *the noise made by the bloodhound as he follows the trail of the fugitive.*

.....

D. Write a phrase of four words from the fourth sentence of the paragraph which tells *how* the bloodhound picks up the trail of the person he is to follow.

.....

E. To whom does the word *his,* underlined in the paragraph, refer?

.....

F. A person trying to escape may attempt to confuse the bloodhound and so throw him off the trail. Five ways of trying to do this are listed as being of no use. Write the first and the last of the ways suggested.

.....

.....

G. Suppose your little sister is lost, and you ask Mr. Jones, a neighbour who has a bloodhound, to help find her. What will he probably ask you to do first?

.....

H. Find words from the paragraph meaning

1. runs ..... 2. wrongdoers .....

RED COATS

A. Complete these sentences to tell *why*:

1. The Crees left their reservation because .....

.....

.....

2. The American officer expressed surprise .....

.....

.....

B. Give two reasons why the Indians trusted the Mounted Police.

.....

.....

.....

C. Many English words are made from shorter action words by adding *tion* or *ation*. *Reservation* is made from *reserve*.

1. Write words made from the action words printed for you.

(a) preserve ..... (d) restore .....

(b) tempt ..... (e) tax .....

(c) vary ..... (f) explain .....

2. Write the shorter words from which these are made.

(a) illustration ..... (d) completion .....

(b) combination ..... (e) action .....

(c) migration ..... (f) prevention .....

3. Write one of these longer or shorter words in each blank.

(a) Bill's ..... of his absence was quite satisfactory.

(b) Flowers ..... much in size and color.

(c) The ..... of the work took fully two weeks.

(d) Many birds and other animals ..... at different seasons.

(e) Pictures are used to ..... many of the stories in your reader.

VOWEL SOUNDS

In each box below several words are spelled to show their pronunciation. One of these words in each box is illustrated.

(1) Draw a ring around the word which refers to the drawing.

(2) On the line, write this word correctly spelled.

(Look at the bottom of the page to see what sounds the letters and markings stand for.)

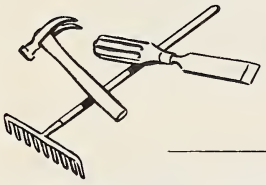
pōr
pâr
pēr
pür
pūr

pear

stĭl
stīl
stēl
stül
stōl

spŭn
spün
spăn
spôn
spīn

spâr
spīr
spēr
spėr
spür

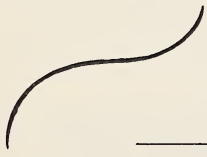


tālz
tĕlz
tülz
tōlz
tīlz

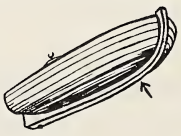
stâr
stär
stēr
stėr
stōr

kăn
kān
kŏn
kōn
kün

gāt
gĕt
gōt
gŏt
gŭt

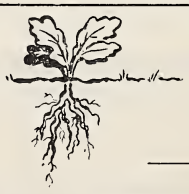


kāv
kärv
kėrv
sėrv
kōv



kôl
kāl
kēl
kōl
kül

păn
pān
pĕn
pĭn
pīn



rŭt
rüt
rŏt
rōt
rāt

cat (kăt)
age (āj)
air (ār)
ball (bôl)
far (fär)

met (mĕt)
meat (mēt)
her (hėr)

hit (hĭt)
bite (bīt)

cot (kŏt)
coat (kōt)

cup (kŭp)
pull (půl)
rule (rül)
pure (pūr)

THE TENDERFOOT RIDES

A. 1. The Tenderfoot in this story got on the pony's back ..... times. The first time he did not stay on long. Write the sentence which tells us this.

.....

.....

2. Write the sentence which tells us how and when he got off the second time.

.....

.....

3. Write the sentence which tells us that he was successful in riding the pony the third time.

.....

4. What did he do before mounting for the third time which may have helped him to ride the pony successfuly?

.....

.....

B. 1. When bucking, the pony ..... his back

like a ..... and kept his legs .....

2. Write three words you can find on page 17, in addition to *bucked,* which describe the actions of the pony.

....

3. Write three words used on page 17 instead of the word *pony.*

....

4. What word is used instead of *pony* on page 16 to show that at the time the rider had a very poor opinion of the animal? .....

C. Write the sentence from page 17 which is suggested by the picture on page 16.

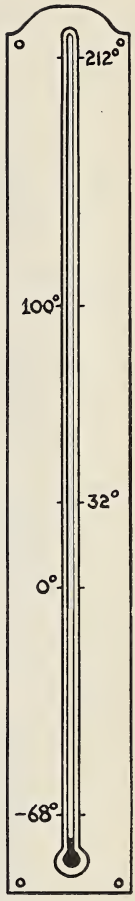
.....

.....

BUSH PILOTS

First Story

A. 1. At the right is a sketch of a Fahrenheit thermometer. Notice where freezing point is. Draw a line across the thermometer to mark the temperature mentioned in the story and put in the figures at the left. Do not forget to put in the little circle meaning degrees, high to the right of the figures. Continue the central black line from the bottom to the point marking this temperature.



2. How many degrees below freezing point is the temperature you have marked? .....

B. In this story occur the words *anxiously, disgustedly, hopefully, exultantly,* and *excitedly* to tell how Parson Tommy and Pat talked or acted. Write good short sentences to tell *why* either Tommy or Pat felt *anxious, disgusted, hopeful,* or *very glad* at certain times.

1. (anxiously) *Parson Tommy was afraid they would have to disappoint the boys by not having the trimmings for their New Year's dinner.*

2. (disgustedly) (Page 18) .....

.....

.....

3. (hopefully) (Page 18) .....

.....

.....

4. (exultantly) (Page 20) .....

.....

.....

Second Story

A. Give two reasons why this mercy flight was a particularly dangerous one.

1. .....

.....

2. .....

.....

B. Give two reasons why speed counted so much in this flight.

1. .....

.....

2. .....

.....

Third Story

A. In each of the stories the bush pilot says practically the same thing about his flying. Write this statement as Archie McMullen says it.

.....

.....

.....

LOCATING PLACES ON A MAP

A. The lines of latitude running E. and W., and the meridians of longitude running N. and S. divide this map into sections which help us to locate places quickly.
Find the lines of latitude 40°N., 50°N., 60°N, and 70°N. The 40° and 50° lines mark off a strip which is numbered 4.

1. The ..... and ..... lines mark off a strip numbered 3.
2. The 60° and 70° lines mark off a strip numbered .....
3. The 70° and 80° lines mark off a strip numbered .....

Find the meridians of longitude numbered 70°W., 80°W., 90°W., 100°W., 110°W., and 120°W. The lines 110°W. and 120°W. mark off a strip lettered D.

4. The lines 120°W. and 130°W. mark off a strip lettered .....
5. The lines 70°W. and 80°W. mark off a strip lettered .....
6. The lines ..... and ..... mark off a strip lettered F.

B. The province of Alberta lies almost altogether in the N-S strip marked D and in the E-W strip marked 3. This section we call D3.

1. The province of British Columbia occupies almost the whole of the section .....
2. The province of ..... takes up almost all of section E3.
3. New Brunswick, Nova Scotia, and Prince Edward Island are all in section .....

C. Find these large lakes on the map, and print their names neatly to show which they are.

1. F3 Lake Manitoba
2. H4 Lake Ontario
3. D2 Great Slave Lake
4. C2 and D2 Great Bear Lake

D. Write names of two Canadian towns or cities to be found in each of these map sections.

1. F3 .....
2. H4 .....
3. E3 .....
4. C4 .....
5. B2 .....
6. J4 .....

E. Write the map references (B4, C3, etc) for the following places.

1. North Battleford, Sask. .....
2. Cochrane, Alta. .....
3. Fredericton, N.B. .....
4. Lethbridge, Alta. .....
5. Prince Rupert, B.C. .....
6. Brandon, Man. .....
7. Ottawa, Ont. .....
8. Three Rivers, Que. .....
9. Halifax, N.S. .....
10. Charlottetown, P.E.I. .....

BIG RED

A. There are six people in the picture on page 24. Name them in order from l

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

B. 1. Write a sentence from page 25 which paints a colorful picture.

.....

.....

.....

2. Write a sentence from page 25 which suggests that Stan knew how to look after the tractor.

.....

.....

C. Contour ploughing (*Underline the best answer.*)

1. goes straight up and down the hill
2. goes straight across the hill
3. follows the various slopes of the hill
4. is ploughing a flat level field.

D. Write the seven two-syllable words in the last paragraph of the story. First write them in the order in which they occur in the story. Then write them in alphabetical order, and then re-write them, dividing them into syllables and marking the strongly accented syllable.

1. .....*ever*..... .... *admit* ....*ad-mit'*.....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

TEEPEES AND A LEAN-TO SHELTER

A. Find single words on the pages mentioned having the given meanings.

1. (p. 28) enjoy .....
2. " something that may happen .....
3. " thorough wetting .....
4. (p. 29) small growing trees .....
5. " distance around a circle .....
6. " left out .....
7. " raise, put up .....
8. " decided .....
9. " commonly occurring .....
10. (p. 30) going across from corner to corner .....
11. " method of doing something .....
12. (p. 31) for a short time only .....
13. " building .....
14. " made over again .....
15. " hiding .....

B. On page 30 is a paragraph telling how to use short spruce boughs for thatching the roof of a lean-to shelter. The heavy end of a bough is called the ..... and the light, uncut end is spoken of as the ..... When the roof is finished the ..... of the short boughs will be projecting over the front of the ridge-pole marked "B-B" in the illustration.

C. The second paragraph on page 31 suggests that the ..... of a lean-to shelter will probably last longer than the .....

THE SON OF AN ENGINEER

A. On page 32 is the sentence *"It's not up to me," thought Nate.* Explain what thought was passing through Nate's mind.

.....

.....

.....

B. *(Underline the best answer.)*

The engineer's signal to the rear brakeman to put on brakes is:

(a) two long blasts and a short one
(b) one long scream of the whistle
(c) working steam on the down grade.

C. As the parts of the broken train approached Fairmont Station the .....

section was travelling fastest and the ..... section most slowly.

D. What happened as the train drew near the station to make the position of Nate's father still more dangerous than it had been?

.....

.....

E. Suppose the bridge had not been opened to let the river steamer pass. How might Nate's father then have been saved from a rear-end collision?

.....

.....

F. Prefixes like *un-, dis-, re-* and *con-,* often serve to help form English words. In this selection we find words like *unimportant, disappeared, reversed,* and *contained.*
Add each prefix to three of the words or parts of the words printed below, and write the complete words on the lines.

trolled	*gust*	*broken*	*aster*	*venient*	*payment*
true	*profitable*	*peat*	*volve*	*nect*	*tress*

un- ..... *re-* .....

....

....

dis- ..... *con-* .....

....

....

AN ALPHABET AND DICTIONARY GAME

A. In each square below print the letter described. Use neat block capitals similar to those used in the title of this exercise.

B. Each set of letters will spell a word which will fit the sentence at the right. Write the word in the blank in the sentence.

C. Now, in the little dictionary at the back of your reader, look up the meanings of the words you have used. Write the meanings which best fit the words as used in the given sentences.

1. The letter before S
   The second vowel
   The second letter before the third vowel
   The third letter before L
   The second letter before the fourth vowel
   The fifth letter of the alphabet
   The fourteenth letter of the alphabet
   The letter before the fifth vowel

A ..... of soldiers occupied the fort.

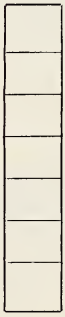
Meaning: .....

.....

.....

.....

2. The second letter after Q
   The second letter after the first vowel
   The last vowel
   The third letter before W
   The fourth letter after P
   The third letter before the fourth vowel
   The first vowel after C in the alphabet



The fisherman, who was hoping to catch a cod, was disappointed to get nothing but a .....

Meaning: .....

.....

.....

3. The second letter before the fifth vowel
   The second letter before V
   The first vowel
   The fourth consonant after the third vowel
   The consonant following the fourth vowel
   The second vowel
   The consonant next before F
   The third letter before H

This cowboy won many prizes at the .....

Meaning: .....

.....

.....

NEGATIVE PREFIXES

A. Examine these pairs of words:

able, unable; polite, impolite; complete, incomplete; trust, distrust.

The prefixes *un-, im-, in-,* and *dis-* mean *not* and make words meaning the opposite of the words they are added to. Write the opposites of these words.

1. *un-*

   (a) true .....

   (b) safe .....

   (c) fasten .....

   (d) happy .....

2. *in-*

   (a) correct .....

   (b) exact .....

   (c) ability .....

   (d) capable .....

3. *im-*

   (a) possible .....

   (b) mature .....

   (c) pure .....

   (d) probable .....

4. *dis-*

   (a) please .....

   (b) content .....

   (c) embark .....

   (d) satisfied .....

B. Add *un-, in-, im-,* or *dis-* to each of these words to make an opposite. Use your dictionary if you are not sure which prefix to use.

1. accurate .....
2. truth .....
3. faithful .....
4. obey .....
5. like .....
6. perfect .....
7. definite .....
8. proper .....

C. The syllable *in* at the beginning of a word is not always added to a shorter word to make an opposite. The word *into* is not the opposite of the word *to.*

Underline the words in which the syllable *in* is *not* a prefix making an opposite.

1. interior	2. indescribable	3. intake
4. intrust	5. introduce	6. invariable
7. insane	8. intend	9. invent
10. infirm	11. informal	12. inflame

A. Skip gave Tom two orders which had to be obeyed at once. He gave these orders by means of single words. Find these words, write them, and then write a short sentence telling what each command really was.

1. (page 44) .....

.....

2. (page 45) .....

.....

B. On page 42 is the sentence *"Maybe he, Tom, would show the white feather if something happened"*. Tell what this sentence means.

.....

.....

C. Read the short paragraph on page 43 beginning *"Skip made one more fuel stop"*.

1. What is meant by the word *then* in this paragraph?

.....

2. What time of day was it when they were *"off to the real lumber country"*?

.....

3. If it was late afternoon and the sun was on their left, in what direction were they flying?

.....

D. Write two sentences, one from page 41 and one from page 45, telling why Skip was making this airplane trip.

(page 41) .....

.....

(page 45) .....

.....

CHAPTER ONE — REVIEW

A. Turn again to the poems of Chapter One and write the following. Arrange your work neatly on the lines so that what you write *looks* like lines of poetry.

1. Two lines giving the main thought of *In the wood of flowers.*

.....

.....

2. One line from *Song for Fine Weather* which is really a prayer to the sun, a request that seems to have nothing to do with the sunshine or rain.

.....

.....

3. One beautiful line from *Rivers of Canada* which tells of the prairie rivers far from the settlements of men.

.....

.....

4. Two lines from *Lake Harvest* describing the beauty of the slivers of ice glistening in the sunlight.

.....

.....

.....

.....

5. Three lines from *Canada Lady of Sunlight* describing Canada as a rich, productive land.

.....

.....

.....

.....

B. 1. Write the names of the two famous fliers mentioned in *Bush Pilots.*

....

2. The selection commencing on page 28 speaks of three kinds of woods shelters. Write the name of the one which has

   (a) no ridge pole .....

   (b) a ridge-pole resting on two forked uprights about two feet long .....

3. The artist who drew the picture on page 16 had in mind a short sentence from page 17. Write this sentence.

   .....

   .....

4. The last sentence on page 26 contains the word *mechanization*. What did Stan have in mind when he used this word?

   .....

   .....

C. On page 47 are the sentences *"Bad fire a hundred miles west of here. Skip Williams says for you to send picture of firebugs by telephone," he gasped.*

1. If you think the picture on page 46 represents Tom saying this, draw below a picture of an Indian tepee. (page 28)
2. If you think the picture on page 46 represents what happened just *after* Tom said this, draw the illustration on page 3.
3. If you think the picture on page 46 represents what happened just *before* Tom said this, copy below the airplane pictured on page 19.

SEVENYEARS

A. This story suggests that Sevenyears was *good, pretty, wise* and *thoughtful of others.* Two of these qualities are more important in the story than the others. Write these two in what you think is the order of their importance.

1. ..... 2. .....

B. 1. Write two sentences from page 52 which tell how the judge managed to decide to whom the calf should belong.

.....

.....

.....

.....

.....

.....

2. Does the story tell clearly what the judge's decision was about the ownership of the calf? (*Underline*)

Yes No

3. To whom do you think he awarded it? .....

4. Give your reasons for your last answer. (No. B-3)

.....

.....

.....

C. 1. When the judge married Sevenyears, he made one condition. What was this condition?

.....

.....

2. Write the sentence which shows that for a long time Sevenyears kept the promise she made to fulfil this condition.

.....

.....

D. 1. As a rule, when two consonants come together in the middle of a two-syllable word, the first consonant belongs to the first syllable and the second consonant to the second syllable. We divide such words as follows:

compel — com-pel' *enter — en'-ter*
winter — win'-ter *summer — sum'-mer*

Divide these words into their syllables and mark the strong accent in each.

empire	.....	Neptune	.....
neglect	.....	jersey	.....
invent	.....	gymnast	.....
haddock	.....	express	.....
martin	.....	mention	.....

2. Sometimes two consonants together represent only one sound. Notice the sound of *sh* in *dish*; *ck* in *pack*; *ph* in *orphan*; *th* in *there*; and *ch* in *chair*. These combinations of consonants should not be divided to break a word into its syllables. We divide such words as follows:

method — meth'-od *achieve — a-chieve'*

Divide these words into their syllables and mark the strong accent in each. (*In these words, if the strong accent comes on the first syllable, include the two-consonant sound in the first syllable. If the strong accent comes on the last syllable, include the two-consonant sound in the last syllable.*)

other	..... *oth'-er*	pocket	.....
jacket	.....	graphic	.....
machine	.....	prophet	.....
rasher	.....	usher	.....
ashore	.....	package	.....

E. On the page mentioned below are words made from the words listed at the left. Write these words on the lines. Write words made *in the same way* from the words listed at the right.

Page 52	grow	..... *grown*	give	..... *given* .....
	gold	.....	wood	.....
	calf	.....	half	.....
	correct	.....	complete	.....

DICTIONARY PRACTICE

A. The guide words on page 246 of a certain dictionary are *forget* and *forsake,* on page 248 *fraction* and *freeze,* and on page 250 *frog* and *fruit.* Write the following words under the proper page number.

form	frantic	frolic	fox	France
forty	frequent	frown	fowl	friction
frock	forgive	fraternal	frugal	formerly

Page 246 *Page 247* *Page 248*

.....

.....

.....

Page 249 *Page 250*

.....

.....

.....

B. Write the words in the list below correctly spelled. Use these words to help you understand the pronunciation.

păt, āge, tär, fâre; bĕt, ēqual, tėrm; ĭt, īce; hŏt, ōpen, ôrder; cŭp, pụt, rüle, ūse.

1. **spīs** ..... 2. **mōn** ..... 3. **ärm'chär'** .....
4. **stėr** ..... 5. **blām** ..... 6. **büt'blăk'** .....
7. **spŭnj** ..... 8. **kās** ..... 9. **kär-tün'** .....
10. **mīl** ..... 11. **ėrth** ..... 12. **fĭf-tēn'** .....
13. **müv** ..... 14. **bĭ-lō'** ..... 15. **hĕv'ĭ-lĭ** .....

C. Write these words to show how to pronounce them. Use the markings given in exercise B. The first one is done for you.

1. early .....ėr'lĭ..... 6. firm ..... 11. school .....
2. eat ..... 7. rain ..... 12. prove .....
3. home ..... 8. meal ..... 13. singe .....
4. roam ..... 9. pine ..... 14. since .....
5. seat ..... 10. cart ..... 15. sink .....

HOW THE JAGUAR GOT HIS SPOTS

A. Printed below are a few statements. Some of these agree with what is told in the story and some do not. On the short line following each statement write *agrees* or *disagrees*. On the long lines write *sentences or parts of sentences taken from the story* which prove that you are right.

1. (page 59) The young jaguar thought that the man was a very clever creature.

.....

.....

.....

2. (page 60) The coat of the young jaguar's father was covered with spots.

.....

.....

.....

3. (page 61) The man stopped chopping down the tree as soon as he saw the jaguar.

.....

.....

.....

4. (page 62) The man and the jaguar agreed to run a race.

.....

.....

.....

5. (page 62) The man won the first contest by sliding down the tree.

.....

.....

.....

6. (page 62) The man suggested what the second contest should be.

.....

.....

.....

7. (page 63) The man won the second contest by means of a trick.

.....

.....

.....

8. (page 64) The man told the jaguar that he would gladly help him after he had taught him a lesson.

.....

.....

.....

B. The first paragraph has nine two-syllable words. Some have the strong accent on the first syllable; some have it on the second. Write the nine words on the lines below. Divide the words into syllables and mark the strong accent in each.

1. Words with the strong accent on the first syllable.

.....*for'-est*.....

.....

.....

2. Words with the strong accent on the second syllable.

.....*u-pon'*.....

.....

.....

THE SOURDOUGH DRIVE

A. Everything in this story is exaggerated, made so big that we know the writer is just making fun. How does the author make use of the following things to tell his tall stories?

a fir tree, parachutes, roller skates, sourdough.

.....

.....

.....

.....

.....

.....

.....

.....

B. This selection is part of Chapter Two, the title of which is ..... Write from the Table of Contents, the number and title of another chapter in which it might well have been placed.

Chapter ....., Title .....

A •

Near the top left hand corner of this page is a point named *A*. Notice that this letter is a printed capital *A* and that it is printed a short distance away from the point.

From point A draw a straight line 5 inches long straight across the page. Name the right hand end of this line point B. We may call this line AB.

Now draw a line BC 5 inches long straight down the page, taking care to keep the line exactly the same distance from the edge of page all the way.

In the same way draw a line AD 5 inches long straight down the left hand side of the page. If you have drawn the lines carefully, the points D and C will be exactly 5 inches apart. Draw the line DC.

Now mark a point E on the line AB exactly 2½ inches from point A, a point F on the line BC exactly 2½ inches from point B, a point G on the line DC exactly 2½ inches from D, and a point H on the line AD exactly 2½ inches from A. Now draw the straight lines ED and EC, FA and FD, GA and GB, and HB and HC.

The large square ABCD is now divided into a great many smaller pieces or figures.

The centre figure has ..... sides. It is an *octagon.*

There are ..... three-sided figures. These are *triangles.*

There are ..... four-sided figures or *quadrilaterals.*

Now choose three colors which will look well together. Color the centre figure the strongest, brightest color. Color all the three-sided figures the second color, and the four-sided figures the third color.

If crayons are not available, use your pencil to shade the centre octagon very dark, the quadrilaterals not quite so dark, and the triangles very light.

COMPARISONS

Underline the word which best completes the comparison:

1. *Large* is to *small* as *strong* is to powerful, big, little, weak.
2. *Sweet* is to *sour* as *bright* is to shiny, brilliant, dull, clever.
3. *Tall* is to *short* as *rich* is to money, wealthy, poor, man.
4. *Big* is to *large* as *little* is to huge, small, light, heavy.
5. *Boy* is to *man* as *cub* is to bear, horse, cow, whale.
6. *Niece* is to *aunt* as *nephew* is to father, mother, uncle, brother.
7. *Automobile* is to *travel* as *bed* is to bedroom, sleep, furniture, blanket.
8. *Oven* is to *bake* as *teakettle* is to water, tea, boil, pour.
9. *Giant* is to *dwarf* as huge is to small, big, tiny, enormous.
10. *Daffodil* is to *flower* as *robin* is to bird, nest, egg, eagle.
11. *Black* is to *coal* as *white* is to color, red, table, snow.
12. *Cat* is to *animal* as *baseball* is to bat, game, catcher, football.
13. *Fish* is to *salmon* as *tree* is to branch, leaf, wood, maple.
14. *Bullet* is to *rifle* as *arrow* is to shoot, archer, bow, swift.
15. *Canada* is to *country* as *Ottawa* is to Ontario, city, America, lake.
16. *Sweet* is to *sweetest* as *bright* is to brightest, shiny, cleanest, light.
17. *Foot* is to *shoe* as hand is to arm, finger, coat, glove.
18. *Skate* is to *ice* as *canoe* is to water, Indian, paddle, beach.
19. *Writing* is to *pen* as *sewing* is to cloth, needle, button, knitting.
20. *October* is to *month* as *Tuesday* is to Friday, week, day, time.

THE BROKEN NOTE

A. At the right are titles for the main parts of this story. At the left are sentences telling the story briefly. Place the number of each sentence in the proper brackets under one of the headings at the left.

1. Polish soldiers stopped at Samarkand on their way to Palestine.
2. A young Polish trumpeter was killed by a Tartar arrow as he was playing the Heynal.
3. The hymn is still played in Poland only as far as the broken note.
4. The whole population of Samarkand cheered excitedly.
5. His playing was broken off at a certain note when he died.
6. A curse fell upon the city of Samarkand.
7. They played in front of the tomb of the great Tartar leader Timur Khan.
8. The curse had been lifted from the city.
9. A Tartar Mohammedan priest asked the Polish soldier-trumpeters to play the Heynal.

(a) The Broken Note in the Polish Hymn (1241)

(.....)
(.....)
(.....)
(.....)

(b) The lifting of the curse on Tartar Samarkand (1943)

(.....)
(.....)
(.....)
(.....)
(.....)

B. From page 82 write

1. a word rhyming with *east* and meaning *a religious leader* .....
2. a word rhyming with *delighted* and meaning *stirred up, aroused* .....
3. a word rhyming with *boom* and meaning *burial place* .....
4. a word rhyming with *slim* and meaning *religious song* .....
5. a word rhyming with *first* and meaning *broke* .....
6. a word rhyming with *hair* and meaning *large open space in the city* .....

C. Write sentences from page 83 meaning the same as these.

1. *They did as they were requested to do.*

   .....

   .....

2. *All the inhabitants of the city were beside themselves with happiness.*

   .....

   .....

3. *Our people were beaten when we went to war.*

   .....

4. *What the prophet foretold has come true in this way.*

   .....

SIMILAR-SOUNDING WORDS (HOMONYMS)

A. The words *site, sight,* and *cite* have the same sound. They are homonyms. A dictionary tells you to pronounce each of them **sīt.**

The pronunciation given at the left of each pair of sentences below suggests a word which fits the blank sensibly. Fill each blank with a word having the given pronunciation. (*The words listed at the bottom of the page show the different pronunciations of the vowels.*)

1. plān (a) The carpenter sharpened his ..... before starting work.
(b) The river wound slowly across the level .....

2. strāt (a) Draw a ..... line across the page.
(b) The ship crossed the narrow ..... to the dock.

3. prā (a) The lion silently stalked his ..... through the valley.
(b) He knelt down before the altar to .....

4. pēr (a) He tried to ..... through the gloom.
(b) The ship reached the ..... on time.

5. pēs (a) Bob received a very big ..... of pie.
(b) The war ended and ..... reigned once more.

B. Write similar-sounding words to complete these pairs of sentences. Then print at the left the dictionary's way of telling how to pronounce them.

1. ..... (a) This brooch is ..... of gold.
(b) A girl is sometimes spoken of as a .....

2. ..... (a) Mary went to the station to ..... her mother.
(b) Our butcher sells good .....

3. ..... (a) This is a good ..... of shoes.
(b) I picked a ..... off a tree in the orchard.

4. ..... (a) He wanted to ..... me a book for a dollar.
(b) The prisoner was locked in a .....

5. ..... (a) Will you please ..... this button on for me?
(b) The farmer has begun to ..... his seed.

C. Can you think of other pairs of similar sounding words. Write the pronunciation at the left in each case, and then the two words correctly spelled.

1. .... 2. ....
....
3. .... 4. ....
....

hat (hăt), cage (kāj), stair (stār); pet (pĕt), street (strēt); is (ĭz), ice (īs); pot (pŏt), boat (bōt); cut (kŭt), use (ūz), rule (rül), put (půt); her (hėr).

A. What did Merlin say which shows that he had magic powers?

.....

.....

B. Write a sentence from page 85 which is illustrated by the picture on page 84.

.....

.....

.....

C. Write these words on the lines at the right in alphabetical order. Write the number of the correct definition in the brackets in front of each word you write. Three definitions will not fit the words as they are used in the story.

continually, jeopardy, accomplished, nourish, rewards, disguised, expand, bore, granted, vow.

1. danger (.....) .....
2. grow or make larger (.....) .....
3. carried (.....) .....
4. unite (.....) .....
5. gave (.....) .....
6. all the time (.....) .....
7. payments (.....) .....
8. pierce, make a hole in (.....) .....
9. feed and care for (.....) .....
10. done, completed (.....) .....
11. solemn promise or oath (.....) .....
12. jealousy (.....) .....
13. made to appear like someone else (.....) .....

D. Write words from page 85 which are pronounced as follows:

2. **prŏm'ĭst** ..... 1. **dĭ-zīr'** ..... 3. **grāt** .....

5. **răp** ..... 4. **kăr'ĭd** ..... 6. **kăs'l** .....

MATCHING SENTENCE MEANINGS

Sentences numbered from 1 to 12 are printed at the left. Write the number of each left-hand sentence in front of the right-hand sentence with the same meaning. Three of the right-hand sentences will not be numbered as there is no left-hand sentence with the same meaning.

1. The last rays of the setting sun lighted up the windows of the ancient mansion.
2. The dew drops on the grass sparkled in the early morning sun.
3. A deep blanket of newly fallen snow covered the country-side.
4. A piercing wind blew from the frozen north.
5. The bright green foliage of the willows barely moved in the gentle breeze.
6. The willows by the brook were just bursting into leaf.
7. The willows by the brook provided us with welcome shade.
8. The frightened fawn stood motionless beside his mother.
9. Beside his mother the young fawn stood expectantly with head erect.
10. The old house seemed to have come to life again in the glow of the early morning sun.
11. Drops of dew, glistening like diamonds, hung on every twig.
12. The bitter north wind brought a heavy fall of snow which blanketed the whole countryside.

(.....) The wind was so light that the bright green leaves of the willow trees hardly moved.

(.....) By the little stream the leaves were just breaking out on the willows.

(.....) The little fawn stood beside his mother with his head towards her.

(.....) The windows of the old house reflected the light of the sun as it was sinking below the horizon.

(.....) The baby deer stood by his mother's side with his head held high as though looking and waiting for something to happen.

(.....) The bitter north wind swept over the deep snow which covered the land.

(.....) On every hand deep snow, recently fallen, lay deep.

(.....) The rays of the rising sun appeared to have re-awakened the ancient house.

(.....) The newly-risen sun caused the dew drops on the lawn to glitter and glisten.

(.....) The ground was everywhere covered with deep snow carried by the cold wind from the north.

(.....) We were glad to take shelter from the sun under the willows which grew by the stream.

(.....) The frightened little deer stood beside his motionless mother.

(.....) The little deer was afraid and stood by his mother's side without moving a muscle.

(.....) The wind from the north was so cold it seemed to go right through one.

(.....) The tiny ends of every branch were hung with diamond-bright drops of dew.

THE SWORD IN THE STONE

A. This is another old story told in old-fashioned language. Find in the story the three speeches printed below and write what they mean in ordinary, present-day language.

1. "I will well," said Arthur.

.....

2. "How got you this sword?" asked Sir Ector.

.....

3. "You are the man in all the world that I am most beholden to."

.....

.....

B. Complete these statements to tell *why*.

1. Merlin begged the Archbishop to call all the lords of the country to London

.....

.....

2. Sir Kay asked Arthur to return home .....

.....

3. Arthur found no knights guarding the sword because .....

.....

C. One thing in the story suggests that Sir Kay was not always absolutely honest. What is this? .....

.....

D. What promise did Arthur make to Sir Ector when it seemed certain that he would become King of England? .....

.....

WHAT HAD HAPPENED JUST BEFORE?

Read the following short paragraphs and then write on the lines what you think had happened just before.

1. Marjorie sat up in bed and listened intently, but there was no repetition of the cry. The night was absolutely silent and still.

.....

.....

2. Then Bill called his brother to come and help, and together the boys managed to move the heavy log from the path.

.....

.....

3. "No school today!" said Mrs. Stevens as she looked out into the farmyard and down to the road. "The school bus will never be able to get through, I'm sure."

.....

.....

4. Gangs of men began to repair the telegraph and telephone lines and to rebuild the washed-out bridge.

.....

.....

5. That morning everybody in the Thomas family eagerly prepared for the long awaited excursion to Grandpa's farm. Time after time Mr. Thomas had put off the trip because he did not dare trust the old car, which was liable to break down at any moment. But now he felt that he could set out without any fear of trouble on the road.

.....

.....

6. "Well, Bob, I suppose we must go down to the store and pick out that new bicycle first thing in the morning," said Mr. Roberts in a pleased, excited tone as he put down the newspaper which Bob had so eagerly put into his hands as he came home from work. "You did better than I had hoped."

.....

.....

7. Bert finally managed to get his hands on a big floating plank to which one of the deck-hands was already clinging. The water chilled him through and through, and when he looked round, he could see nothing of any other members of the crew.

.....

.....

HOW ARTHUR GOT EXCALIBUR

According to the story, there are many mistakes in the following paragraph.

King Arthur and Merlin were riding with the Lady of the Lake when they came to a river. There they saw a beautiful palace built upon a rock. Near this rock an arm and hand rose out of the water, holding a fine sword. The Lady of the Lake told King Arthur to row out to the sword and take it. Arthur rowed out alone and took the sword. He then returned and gave the Lady of the Lake the gift she asked of him. The three then rode away to Camelot.

The first of these mistakes is corrected for you below. Correct four mistakes in a similar manner.

1. *King Arthur and Merlin were not riding with the Lady of the Lake. They saw her walking on the water.*

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

THE DEATH OF ARTHUR

According to the story, there are many mistakes in the following paragraph.

Most of the Knights of the Round Table had long ago sworn to search until they saw the Holy Grail. One day in the midst of a thunder storm they all saw it clearly and set out to follow it. They left King Arthur's kingdom undefended and knights and kings from other lands attacked it. King Arthur was badly wounded fighting against these foreign foes. He asked Sir Gawaine to throw his sword into the lake. This Sir Gawaine did and a hand and arm came up from the lake, caught the sword, and drew it below the surface.

Correct four of these mistakes in the same way as you corrected those above.

.....

.....

.....

.....

.....

.....

.....

.....

CHAPTER TWO — REVIEW

A. Complete these statements to tell *why*.

1. The judge told Sevenyears' father that he would like to see her because

.....

.....

2. According to the story in this chapter, jaguars have spotted skins because

.....

.....

3. The King's tower and Queen's bower were drowned in the Lake of Semmerwater because

.....

.....

4. The Pied Piper led away the children of Hamelin because

.....

.....

5. A curse was laid upon Samarkand because

.....

.....

6. Arthur was recognized as the rightful King of England because

.....

.....

7. The United Kingdom of King Arthur was broken and divided because

.....

.....

TWO FABLES

A. The two fables *The Bundle of Sticks* and *The Quail* were written to teach a certain lesson. Underline the old sayings below which state this lesson for us.

1. Birds of a feather flock together.
2. United we stand; divided we fall.
3. A bird in the hand is worth two in the bush.
4. In union is strength.
5. Misery likes company.
6. Too many cooks spoil the broth.
7. Money is the root of all evil.

B. 1. Certain persons or birds in the fables understood this lesson very well. Name two who wanted others to learn this lesson.

(a) .....

(b) .....

2. Name one who wanted others to forget the truth of this lesson.

.....

C. Write six three-syllable words from *The Bundle of Sticks*. On the lines at the right, rewrite these words, divided into syllables, and mark the strong accent in each word.

1. .....*householder*..... .....*house'-hol'-der*.....
2. ....
3. ....
4. ....
5. ....
6. ....

D. 1. In *The Bundle of Sticks* there are four words beginning with the syllable *un*. Write these four words.

....

2. Two of the words you wrote above are made by adding the syllable *un* to a shorter word to give the opposite meaning. Write these words and their shorter opposites.

(a) ....

(b) ....

WHICH FEELING?

We have many different feelings at different times, different feelings towards people and towards things that happen. Here are a few:

hatred, fear, love, sympathy, sorrow, confidence, distrust, gratefulness, desire, satisfaction, happiness, horror, excitement, delight, disappointment.

A. Write one of the above words in each blank.

1. Mr. Richardson showed his ..... in Bob's ability and carefulness when he allowed him to drive their new car.
2. The poor girl's shriek of ..... pierced my ears when she realized that nothing could avert the accident.
3. We expressed our ..... with Helen when we heard of her mother's serious illness.
4. Winning the skating competition gave Bill the greatest ....., for he had worked so very hard to prepare for it.
5. The survivors of the wreck were unable to find words to express their feeling of ..... to those who had worked so very hard to prepare for it.
6. Alice's ..... to please her mother kept her hard at her studies.
7. The patriotic boy's ..... of the cruel conduct of the enemy soldiers gleamed in his eyes.
8. Mary's ..... for her mother made it impossible for her to displease her knowingly in any way.
9. The crowded stands were filled with ..... as the runners neared the tape in one of the closest finishes ever seen in school competition.
10. Marjorie's eyes glowed with ..... as, one after another she opened her birthday gifts.
11. The poor wretch trembled with ..... as his captors dragged him before the outlaw chief.

B. Of the fifteen words listed in Part A of this exercise, some express *pleasurable* feelings and some *disagreeable* ones. Write six of the feelings under each heading.

Pleasurable		*Disagreeable*	
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

HOW SCIENTISTS DEVELOPED CANADIAN WHEAT

A. After the introduction about the old-timers and their troubles, this selection divides itself into two main parts. Place the numbers 1 and 2 in the brackets in front of the most suitable headings to number them in correct order. (*Do not number two of the headings.*)

(.....) Developing wheat that ripens early enough to escape frost (.....) Marquis Wheat

(.....) The grain of the early settlers (.....) Developing wheat that resists rust

B. (*Underline the best answer.*) The story of the two Old Timers is told in this selection to show:

1. the difficulties of pioneer life in Western Canada 2. what barley bread is like

3. the need in Western Canada for an early ripening wheat 4. how Old Timers lived

C. Write the number of the item at the left in the brackets in front of the item at the right with which it is connected:

1. David Fife	a. (.....) Marquis Wheat
2. Pioneer settlers in Western Canada	b. (.....) spores of rust
3. Charles Saunders	c. (.....) barley
4. Barberry bushes	d. (.....) rust-resistant wheat
5. small, shrivelled grains of wheat	e. (.....) wheat from Northern Europe
6. Renown	f. (.....) rusted wheat

D. 1. List six enemies which have prevented the successful growing and harvesting of wheat in Canada.

....

....

2. This selection deals chiefly with the fight against two of these enemies. Which two?

....

E. 1. Red Fife wheat was more suitable for growing in Ontario than in the prairie provinces because

.....

.....

.....

2. The Dominion Government rooted out the barberry bushes growing in Canada because

.....

.....

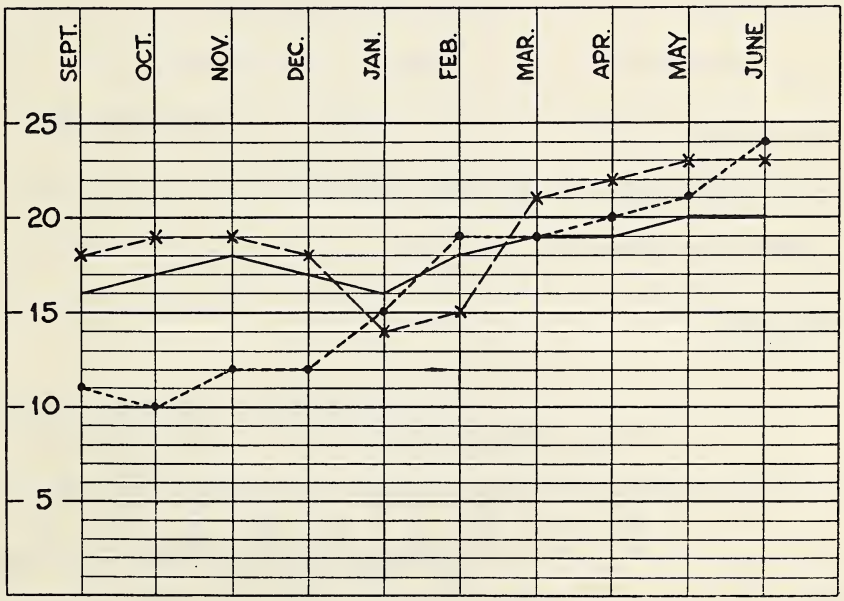
.....

F. Two short sentences are printed below, giving two of the qualities of a really good wheat for growing in the northern prairies of Canada. Write three more.

1. *It must have good milling qualities.*
2. *It must yield flour that bakes well.*
3. *It must* .....
4. .....
5. .....

READING GRAPHS

A. Harry and May are pupils in a class which has a reading test every month. The possible mark on each test is 25. This graph represents the marks made by Harry and May on each test, and also gives the average mark made by the pupils of the class as a whole.



Harry's marks — — ×— — ×— — ×— —

May's marks ------•------•------•------

Class average ———————————

1. In September Harry's mark was ..... and May's .....

2. In September .....'s mark was below the class average, and .....'s mark was above the average.

3. In ..... both Harry's mark and May's were below the class average.

4. Harry's score was above the class average in ..... months, his score being below the class average in the months of .....

.....

5. May made better scores than Harry in the months of .....

.....

6. The class found the ..... and the ..... tests the hardest of the year.

7. In February .....'s mark was below the class average, and .....'s was above the class average.

8. During the year ..... made more progress than .....

9. The greatest difference between Harry's score and May's was in the month of ..... when ..... made ..... marks more than .....

10. During the first half of the year, May's marks were ..... the class average, and during the second half they were ..... it.

11. In the month of ....., ... made a score exactly equal to the class average.

B. Write in this form the actual scores made by Harry, May, and the class as a whole.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Harry										
May										
Class Average										

TEST No. 2

I. Red clover is one of the most valuable plants on a farm. It makes excellent pasture and fine hay. Its roots, which enter deep into the soil, absorb valuable food materials from far below the surface. On its roots are found small lumps, or nodules, which have the power of making the richest kind of plant food from the nitrogen in the air in the soil. Most crops, like corn and wheat, take away the richness of the soil, but clover is one of the few plants which enrich it. If the farmer plows a growing crop of clover into the soil, the richness of his field is still further increased. A farm is never impoverished by growing clover.

A. This paragraph is chiefly about

1. the different kinds of clover
2. pasture and hay
3. the value of red clover to the farmer
4. the richness of the soil

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. absorb	.....	(a) find
		(b) take in
		(c) destroy
2. increased	.....	(d) made greater
		(e) folded
		(f) lessened
3. impoverished	.....	(g) improved
		(h) made better
		(i) made poorer

C. This selection suggests that most plants

1. are good pasture
2. make the soil poorer
3. make the soil richer
4. have roots which penetrate deep into the soil

D. The nodules on the roots of the red clover

1. make the roots penetrate deep into the soil.
2. make rich plant food
3. take away the richness of the soil
4. form excellent pasture

E. The word *it*, underlined in the story refers to .....

F. The air is largely made up of two substances. One of these is called

.....

G. When a horse is turned out to pasture, he eats

1. green, growing grass and clover
2. hay
3. the nodules on the roots of the clover
4. wheat and corn

H. There are three words in the paragraph beginning with the letter *e*. Write them opposite the proper meanings. (*One of the meanings given is wrong and should have no word written in front of it.*)

..... 1. make better, more fertile

..... 2. increased

..... 3. very good indeed

..... 4. penetrate, go into

II. True antelopes are something like our deer in appearance, but are found only in the Old World. By far the greater number of one hundred species or kinds belong to Africa. The gazelle of Syria is one of the most graceful of animals, both in its appearance and its movements. The pygmy antelope of African forests is little more than a foot in height. It is the smallest cud-chewing animal. The eland, also an African antelope, is as heavy as a domestic cow. When Dutch settlers first made their homes in South Africa, enormous herds of antelope roamed the country. The lion lives chiefly on antelopes which rely chiefly on their speed to escape him. They are the fleetest of quadrupeds or four-legged animals. Both the male and female have horns with which they are able to defend themselves.

A. This paragraph is chiefly about

1. gazelles and elands
2. the speed of the antelope
3. antelopes
4. how antelopes resemble our deer

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. gazelle	(a)	a very graceful antelope
	(b)	a very small antelope
	(c)	a very fleet deer
2. domestic	(d)	wild
	(e)	horned
	(f)	tame
3. enormous	(g)	very large
	(h)	roaming
	(i)	four-legged

C. The word *him*, underlined in the paragraph, refers to .....

D. A *ruminant* is an animal that chews its cud. A *carnivorous animal* is one that eats flesh. According to the paragraph, the ..... is a ruminant, and the ..... is a carnivorous animal.

E. Antelopes are *quadrupeds* because

1. they chew their cud
2. they can outrun other animals
3. they are the most graceful of all animals
4. they have four legs

F. Write two words from the paragraph which have to do with the idea of running very fast.

....

G. *Underline the number which, according to the paragraph, is probably nearest the right one.*

The number of different kinds of antelope in Africa is

1. ten 2. thirty 3. fifty 4. eighty

H. The largest antelope mentioned in the paragraph is the .....

ZARIFA AND THE WHITE CALF

A. *An enemy army was besieging a town in Arabia. The people had eaten up almost all their food and were practically starving. Only Zarifa an old, old woman had saved anything to eat. She had a favorite white calf which she took to the mayor of the town. She offered to save the town if the Mayor would do as she said. She told the mayor to bring out the last basket of wheat he had saved and to give it to the calf. He did this. She then went alone and drove the calf through the city gates.*

In the paragraph printed above there are many mistakes according to the story in your reader. The first mistake is shown below. Write good sentences to indicate four more mistakes.

1. *The town in which Zarifa lived was not in Arabia. It was in Algeria.*

2. .....

.....

3. .....

.....

4. .....

.....

5. .....

.....

B. 1. Most of the words in the second paragraph of this story are one-syllable words. Write the first twelve two-syllable words which appear in the paragraph. Do not write any word twice.

a. ..... b. ..... c. .....

d. ..... e. ..... f. .....

g. ..... h. ..... i. .....

j. ..... k. ..... l. .....

2. Now re-write these twelve words in alphabetical order and divide them into syllables.

a. ..... b. ..... c. .....

d. ..... e. ..... f. .....

g. ..... h. ..... i. .....

j. ..... k. ..... l. .....

THE GUSHER

A. What had happened just before this story opens? (*The first paragraph suggests what it was.*)

.....

.....

B. The words listed below are from the story. Their meanings are given at the right. The page on which you can find each word is given. *Page 122-a* means the *top* half of page 122. *Page 122-b* means the *bottom* half of page 122. The letters *a* and *b* are put in to help you find the words quickly, so that you can read the sentence in which they are used and judge which of the meanings given is the proper meaning for each.

tedious (p. 121-b), *massive* (p. 121-b), *monotonous* (p. 122-a), *careering* (p. 122-b), *tornado* (p. 123-b), *gradually* (p. 123-b), *igniting* (p. 124-a), *inflammable* (p. 124-a), *falter* (p. 125-b), *fluke* (p. 126-b), *reservoir* (p. 127-a), *fashioning* (p. 127-b).

1. Write the twelve words in alphabetical order on the lines.

2. Put the number of the proper meaning in the brackets after each word.

a.	(.....)	1. catching fire; starting to burn
b.	(.....)	2. making; forming; manufacturing
c.	(.....)	3. little by little
d.	(.....)	4. storage tank; large container for liquids
e.	(.....)	5. very large; heavily built
f.	(.....)	6. tiresome; unchanging
g.	(.....)	7. very long and tiring
h.	(.....)	8. a violent wind storm
i.	(.....)	9. a chance happening
j.	(.....)	10. hesitate; fail for a moment to go forward
k.	(.....)	11. easily set on fire
l.	(.....)	12. rushing

C. What three things had Pete and Red done to prevent the oil and gas from taking fire?

1. .....

2. .....

3. .....

WORDS THAT DO NOT FIT

There is one word in each of these paragraphs which does not fit its general meaning. Cross out this word and on the line following the paragraph write a suitable word to replace it. (*One of the words printed below the paragraph will fit the sense of the paragraph.*)

1. Jack was very careful when he built his model airplane. He made the left wing longer than the right one, and tore the fabric badly when he was covering the fuselage.

   .....

   capable *thoughtful* *careless*

2. Sometimes it took two hundred years to finish a cathedral, and it cost unimportant sums of money. The great buildings gave work to thousands of workmen: masons, stone cutters, glass makers, wood carvers, bell casters, artists, and architects.

   .....

   small *trivial* *immense*

3. One of the engineers, very tall with a fair, open countenance, crossed over and spoke to the boy. His speech was foreign, but he smiled with such great dislike that the lad returned his greeting, and they stood smiling at each other.

   .....

   friendliness *spirit* *distrust*

4. Certainly no one could have picked out a better helper than this fellow. His great value to me was that he had known, long before I was born, all the little things I'd been painfully trying to worry out for myself. I was no mechanic, whereas this chap could take a pump to pieces, grease and oil it, put it together, and keep it running unsteadily.

   .....

   slowly *perfectly* *noisily*

5. Margaret became more and more excited as her ship approached the shores of the country which was to be her new home. She had heard so much about Canada, and now she had reached the great St. Lawrence River and would soon be sailing down it to Montreal.

   .....

   across *up* *with*

6. We had a very exciting game of baseball yesterday. Our team had been practising regularly. But it was easy to see that the Fairburn team was also at its worst, for they scored freely, even against our best pitcher, Bert.

   .....

   first *earliest* *best*

7. The explorers faced many dangers on their hazardous journey up the tropical river. On one occasion their tiny boat was all but upset by a gigantic crocodile. Poisonous insects filled the air, and the nights were made hideous by the menacing roars of the beasts of prey which came to the water's edge to drink. Friendly savages lurked in the densest parts of the surrounding jungle ready to attack the party if they once relaxed their watchfulness.

   .....

   hostile *kindly* *helpful*

THE MAGIC HORSE OF SAMARKAND

A. 1. Write a group of twelve words from page 135 meaning *The fall season was beginning.*

.....

.....

2. Write a sentence from page 136 telling of the beautiful things that were offered for sale in the bazaar.

.....

.....

B. Write words from page 136 having these meanings:

1. girls .....
2. plentiful .....
3. in a serious manner .....
4. very valuable .....
5. in a hard-working, industrious manner .....

C. Complete this sentence by writing the numbers of the two correct reasons in the two blanks:

Ahmed was unwilling to attend the Cotton Festival ....., but agreed to do so .....

1. because he did not think he had a chance to win the competition
2. because he did not like the new ways
3. because he had such a good crop
4. because he had promised to grant Abdullah's wish and Abdullah wanted him to do so.
5. because he wanted to own the multiple-disc plow.

D. Write a phrase from page 138 to complete this sentence. Write one word on each short line.

It was an old custom in Mohammedan countries that women

....

....

E. Earlier in your reader there is another story in which a boy is anxious for new things, whilst his father is perhaps not so very willing to try them:

Write: 1. The title of the story .....

2. The name of the boy .....

CHAPTER THREE — REVIEW

Write sentences from the pages mentioned having the same meaning as those printed below.

1. (page 102) Every one of the boys made an unsuccessful attempt.

.....

.....

2. (page 104) The fowler made a noise like the call of the quail and threw his net over the ones which gathered in one spot.

.....

.....

.....

3. (page 107) One shoot, which was unlike the rest, came to his attention as the young grains developed.

.....

.....

.....

4. (page 115) All the people present looked at old Zarifa with surprise and wonder written on their faces.

.....

.....

.....

5. (page 117) This unusual order surprised the chief magistrate of the city immensely.

.....

.....

.....

6. (page 124) The very first thing that came to Pete's mind was to dash to the boilers.

.....

.....

.....

7. (page 134) Fewer and fewer people along our shores are extremely poor.

.....

.....

8. (page 137) Your speed in harvesting the crop has surprised me very much.

.....

.....

.....

9. (page 140) Ahmed had said time after time that he would not associate with his neighbours in buying the newer farm implements.

.....

.....

.....

.....

.....

10. (page 142) Abdullah suggested to Ahmed that they experiment with the modern methods.

.....

.....

A FREE NATION

A. Write the number of the proper name taken from the list at the left in front of each statement at the right.

1. Simon de Montfort
2. King John
3. King Henry
4. King Edward
5. Prince Edward
6. The Barons
7. Common men of the country
8. King Richard

a. (.....) hired foreign soldiers to fight against the barons.
b. (.....) forced King John to sign the Great Charter.
c. (.....) were invited by Simon de Montfort to sit in parliament.
d. (.....) called together the first parliament.
e. (.....) became King at the age of nine.
f. (.....) often called parliament together to assist him to rule.
g. (.....) defeated and killed Simon de Montfort.
h. (.....) was King before John.

B. Write sentences from the story which either *prove* or *disprove* these statements. After each sentence you write, put the word *proves* or *disproves* in the brackets.

1. (p. 148) King John agreed to the Great Charter at Runnymede.

.....

..... (.....)

2. (p. 148) King John hired foreign soldiers to fight against the barons before he signed the Great Charter, but not after he had signed it.

.....

..... (.....)

3. (p. 148) King Henry was a wicked King.

.....

..... (.....)

4. (p. 148) King Henry kept the promises made in the Great Charter.

.....

..... (.....)

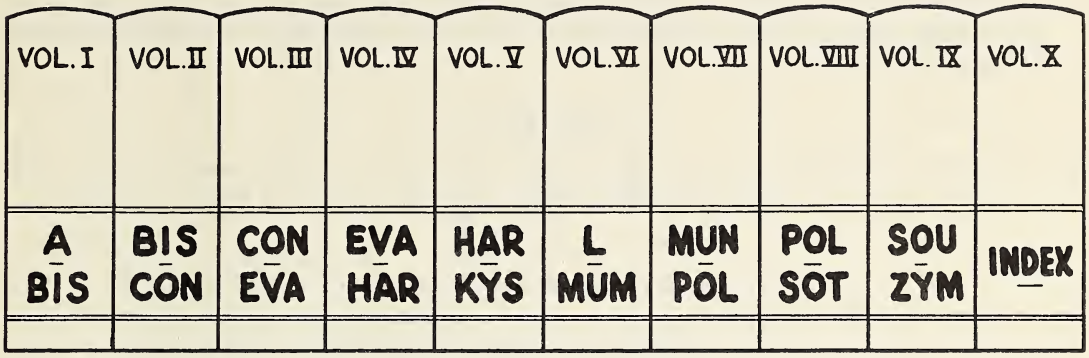
5. (p. 150) Throughout his reign King Edward asked Parliament to help him rule the country.

.....

..... (.....)

USING AN ENCYCLOPEDIA

Here are the ten volumes of an Encyclopedia



A. Write in Roman numerals, the number of the volume in which you would expect to find information on these subjects.

1. Canada	6. Baseball	11. The Moon .....
2. Antelopes	7. Whales	12. Saturn .....
3. Ontario	8. Germany	13. Elephants .....
4. Halifax	9. Ulysses	14. Paris .....
5. Radium	10. Platinum	15. Penguins .....

B. Suppose you have looked in the volume in which you expected to find an article on a certain subject and have not found one. What do you do now?

.....

C. 1. An article on the city of *Concord, Massachusetts,* may be found either in volume ..... or in volume ..... It will probably be in volume ....., however, because the fourth letter of the name *Concord* is near the ..... of the alphabet.
(beginning) or (end)

2. An article on *contraband* may also be in either volume ..... or volume ..... It will probably be in volume ..... because the fourth letter ..... of this word is near the ..... of the alphabet.

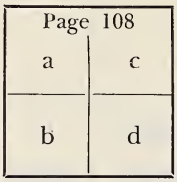
3. An article on *Poland* may be in volume ..... or in volume ..... It will probably be in volume ..... because .....

.....

.....

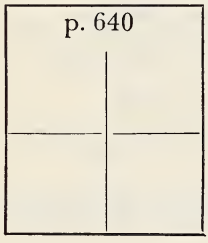
D. A place, an animal, a person, or any other subject may not be considered important enough to have a special article about it. It may, however, be mentioned in an article on some country, some event, or other subject with which it is in some way connected.

To help you find this less important name quickly, the index may refer you to the exact part of the page on which you should look. Each page is thought of as being divided into quarters in this way.

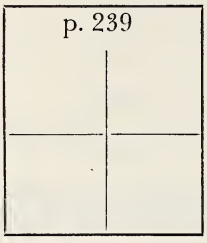


Here are a few pages of an Encyclopedia to which the index refers you. Place a cross (x) to mark the exact quarter you would examine. The large Roman numerals refer to the volume you should turn to.

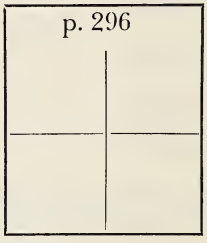
1. V, 640-b



2. VIII, 239-c



3. IX, 296-d



E. When a name consists of more than one word, use the important word in looking up the subject. Use the *surname* of a person. *Underline* the word you would use in trying to find information on the following. Write the *number* of the volume in which an article on the subject may be found.

1. The Duke of Wellington .....
2. Sir Wilfrid Laurier .....
3. Sir John A. MacDonald .....
4. The Indian Ocean .....
5. The Sahara Desert .....
6. Abraham Lincoln .....
7. George Washington .....
8. The Congo River .....
9. William Shakespeare .....
10. Johann Sebastian Bach .....

SHOCK TROOPS

A. Read the third paragraph on page 151 and then complete this sentence to tell why.

The other nations can trust Canada because .....

.....

.....

B. This selection tells of two important jobs Canada can do. (*Underline the two of those suggested below which give the best idea of what she can do.*)

Canada can

1. grow a lot of food
2. occupy a place in the middle of the three greatest nations
3. send food to other countries
4. help the other nations to understand one another
5. provide shock troops to fight in great wars

C. 1. Name six things the artist has put into the illustration on page 153.

(a) ..... (b) .....

(c) ..... (d) .....

(e) ..... (f) .....

2. Which of the ideas listed in question B did the artist have in mind when he drew this picture?

Number .....

D. On page 153 three ways are mentioned in which Canadian boys and girls can get to know the peoples of the the other parts of the world. List these three ways, putting first the one every boy and girl can do, and last the one perhaps only a very few will be able to do.

1. .....

2. .....

3. .....

E. Copy from page 152 two sentences giving reasons *why* many nations can not, for a long time at least, grow enough food for themselves.

1. .....

.....

.....

2. .....

.....

.....

THE SCIENTIST WHO MADE THE PEANUT FAMOUS

A. 1. Write a sentence from page 156 which tells that negro children were at one time not given the same advantages as white children.

.....

.....

2. Copy a sentence telling how George Carver worked his way through school and college. (page 157)

.....

.....

3. Copy a sentence from the story indicating that repeated planting of cotton in the same ground made the soil poorer from year to year. (page 158)

.....

.....

4. Write a sentence from page 158 which indicates why Professor Carver was called the Wizard of Tuskegee.

.....

.....

B. (*Underline the best answers.*)

Carver suggested that negro farmers grow peanuts

(a) because peanuts brought a good price and with the money they made they could buy fertilizer for their land.
(b) because all negroes enjoy eating peanuts very much.
(c) because there was a great market for peanuts.
(d) because growing peanuts enriches the soil.
(e) because he had learned how to make three hundred products from peanuts.

C. The story in your reader is divided into three sections. Write the numbers 1, 2 and 3 in front of the sentences which give the main idea of these three sections. (Mark only three of the sentences.)

(.....) Schools for negroes were just being started when George was a boy.

(.....) As a boy, George Carver was very anxious to learn.

(.....) George worked his way through school and college and because of his learning became a professor.

(.....) George did excellent work in botany, the science of plants.

(.....) The little knots on the roots of the peanut plants enriched the soil.

(.....) George helped the negro farmers by getting them to grow peanuts and by making many products from peanuts.

JAN TREKKER

A. What name in the beginning of the story on page 163 is the English name meaning *Jan Trekker?*

.....

B. At the left below are headings for some of the main paragraphs and ideas of the story. Put the numbers of the sentences printed at the right in the brackets beside the proper headings. The first is done for you.

(a) Deciding to trek northwards (..*4*..)

(b) Preparing for the trek (.....)

(c) Getting ready the wagons (.....)

(d) Starting off (.....)

(e) Difficulties of the journey (.....)

(f) Camping at night (.....)

(g) Dividing into two groups or treks (.....)

(h) Deciding upon the location of the new home (.....)

(i) Jan's greatest dream (.....)

1. They cooked their mealie porridge and roasted meat and pancake bread. (p. 166)
2. Great wagons had to be made or repaired. (p. 165)
3. The oxen strained at their heavy wooden neck-yokes and the wagon moved slowly northward. (p. 165)
4. "I vote for freedom." (p. 163)
5. "Here is grass and water for the cattle, wood for the fires, soil for mealies." (p. 169)
6. Little did Jan realize, as he said good-bye to his friends, that he would never see them again. (p. 168)
7. Oom Paul, with the help of his black boys, harnessed the sixteen big, red oxen to the great trek-wagon. (p. 165)
8. Most wonderful of all, the city was named after him. (p. 170)
9. Here the men had to hold back the wagons with ropes, as well as use the wheel brakes. (p. 166)

C. Find the sentences suggested below, and write them on the lines.

1. (Page 163) A brave *self-sacrificing* action under difficulties.

.....

.....

2. (Page 166) Protecting the trekking party at night.

.....

.....

3. (Page 168) Bad news. .....

.....

4. (Page 169) Oom Paul acts quickly. .....

.....

A TIME BELT MAP OF CANADA

Canada stretches so far from east to west that the sun rises much earlier each day in Eastern Canada than it does in Western Canada.

It has been found convenient to divide Canada into five time belts or zones. The clock is farthest ahead in the Atlantic Time Zone. Each time zone has a time one hour earlier or later than the one next to it.

1. The map shows the names of the time zones. From east to west they are the

   ....., ..., ..., ..., and ..... zones.

2. When it is noon *Pacific time,* it is *1 p.m. Mountain time,* ..... *Central time,* ..... *Eastern time,* and ..... *Atlantic time.*

3. When it is noon *Atlantic time,* it is .....*Eastern time,* ..... *Central time,* ..... *Mountain time,* and ..... *Pacific time.*

4. When it is 10 p.m. Monday, Pacific time, it is ....., ..., Mountain
(*Time*) (*Day*)
time; midnight, Monday, ... time; ....., ... Eastern
(*Time*) (*Day*)
time; and ....., ..., Atlantic time.
(*Time*) (*Day*)

5. Write the names of two cities in each time belt.

Pacific Time ....., ...

Mountain Time ....., ...

Central Time ....., ...

Eastern Time ....., ...

Atlantic Time ....., ...

6. When it is noon at Winnipeg, it is

..... at Edmonton ..... at Montreal

..... at Victoria ..... at Halifax

7. There is a difference in time of ..... hours between Prince Rupert and Charlottetown.

8. When it is 2 p.m. at Vancouver, it is ..... at Quebec.
(*Time*)

9. When it is 11 p.m., Wednesday, at Edmonton, it is ....., ..., at St. John.
(*Time*) (*Day*)

10. If you travel by train or plane from Toronto to Vancouver you will put your watch

.... hours.
(*Back or forward*) (*one, two, three, four*)

THE MAGIC LIGHT

A. 1. Write three words or short groups of words from the first paragraph indicating that Stepka's family was poor.

(a) ..... (b) ..... (c) .....

2. Write three words or groups of words also from the first paragraph giving an attractive picture of the town of Kuznetsk.

(a) ..... (b) ..... (c) .....

B. 1. What did Igor mean by saying *"The village is dead"*. (Page 172)

.....

.....

2. On page 173 is the sentence *"The waiting line melted away"*. What does this sentence really tell us?

.....

.....

C. Stepka was very proud to show the American engineer his new home. What was he particularly proud of? Name three things.

1. ..... 2. .....

3. .....

D. In the picture on page 176 both the American and Stepka have very pleasant expressions on their faces. What do you think each one is smiling so happily about?

Stepka .....

.....

The American engineer .....

.....

E. Find six words on page 177 which are made by putting two shorter words together. Write them and the short words also.

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

F. On page 177 there are words made from those printed at the left below. Write these words and write words made *in the same way* from the words at the right.

1. engine .....*engineer*..... auction .....

2. friendly ..... holy .....

3. express ..... confess .....

4. America ..... Canada .....

5. bring ..... seek .....

WHAT HAD HAPPENED JUST BEFORE?

Read these short paragraphs and then write complete sentences telling, as fully and as exactly as possible what you think had happened just before.

1. Bob was startled and turned round very quickly, but there was no movement in the bushes behind him. Everything was still.

2. Every boy in the scout camp was busy untying parcels or reading letters from home.

3. As Jack and the other members of his team walked to the platform where prizes were being presented, they could hear their schoolmates cheering and shouting their names. They felt as though they were walking on air.

4. Excited crowds thronged the streets as bells rang merrily from every steeple. Everybody seemed to have forgotten the sorrows of the long years of war.

5. "No skating today!" exclaimed Bob in a disappointed tone as he looked out early next morning. "I was sure last night that we should be able to get out on the pond today."

6. Betty was glad to see her own room again and was soon busy arranging the pretty shells and pebbles she had picked up on the beach during the past few weeks.

7. The crowd on the dock had grown very much smaller, although a few people still stood there waving handkerchiefs and looking out to sea.

8. He sat there entranced. His knife had fallen at his feet. Hundreds of opened oyster shells filled the baskets beside him and spilled over on to the deck. He had eyes for one thing only.

ELDER BROTHER GOES TO MARKET

A. 1. Two names used for the train are .....

and .....

2. The railway ticket is called a .....

B. One of the most interesting paragraphs in the story describes the railway station in the big city. Write the first sentence of this paragraph. (Page 183)

.....

.....

.....

.....

.....

C. Elder Brother had many new experiences and learned many new things on his trip to market.

1. He thought that people were trying to cheat him because he was .....

.....

.....

2. What do you think surprised and worried him most?

.....

.....

3. Who helped him most? .....

4. What did the policeman do to help him?

.....

.....

.....

5. Which event do you think pleased him most, and perhaps made him think that he had not been cheated after all?

.....

.....

ANTONYMS

Good and *bad* are opposite in meaning. They are *antonyms.* Similarly *high* and *low* are antonyms.

Underline the words in each line that are antonyms of the word printed in capital letters at the left of each line. Towards the end of the exercise there may be more than one antonym of the word at the left.

HEAVY	weighty	lead	feathers	light
BRAVE	courageous	bold	cowardly	soldier
DIFFICULT	hard	problem	easy	wrong
DANGEROUS	safe	exciting	troublesome	coward
STILL	standing	frightened	moving	motionless
SILENT	noiseless	noisy	listening	still
HOT	cool	burning	cold	scorched
YOUNG	child	old	small	large
JOY	glad	gladness	quiet	sorrow
FAILURE	success	difficulty	try	effort
TRUE	correctly	right	false	faithful
FIERCE	savage	violent	gentle	weak
BEGIN	continue	end	last	start
DEFINITE	vague	clear	plain	decided
MINOR	smaller	major	miner	few
FAST	quick	loose	speedy	slowly
DULL	sharp	cloudy	dark	bright
LIGHT	feathery	dark	heavy	bright
CALM	rough	stormy	excited	smooth
RIGHT	wrong	left	correct	forward

CHAPTER FOUR — REVIEW

A. Here are titles which would fit some of the selections of Chapter Four. Under each one write the title which is actually used in your reader.

1. A Negro Scientist

.....

2. Two Big Jobs for Canadians

.....

3. A Pioneer Journey in South Africa

.....

4. A King's Power is Reduced

.....

5. A Farm Boy Goes to the Big City to Sell His Produce

.....

6. A Siberian Peasant Boy Discovers Electricity

.....

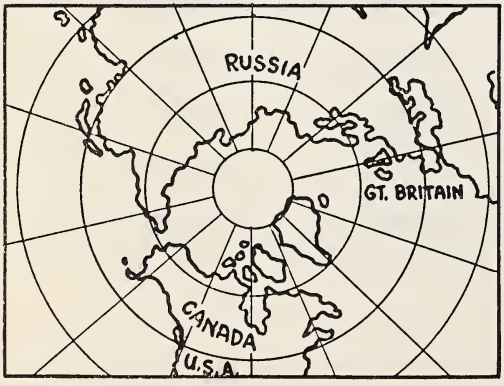
7. The Baby Jesus Drives Away Gloom and Wretchedness

.....

8. An Honest, Hard Working, Studious Boy Who Became a Great Man

.....

B.



1. Write the sentence from page 151 which this map illustrates.

.....

.....

.....

.....

2. Write the two lines from *Lincoln* suggested by this picture.

.....

.....

.....

.....

.....

3. Write the sentence from page 157 illustrated by this picture.

.....

.....

.....

.....

.....

4. Write the sentence from page 168 suggested by this picture.

.....

.....

.....

.....

5. Write the sentence from page 187 suggested by this picture.

.....

.....

.....

WHOPPER

A. Whopper's stories grew out of something that *really* happened. But he exaggerated so much that what he *actually* told was not the truth at all.
Tell on the lines below what Whopper *really* saw which suggested these things. (The illustrations will help you to answer some of these questions.)

1. the enormous bearded man who went off with little Peter .....
2. the man's *tremendous big stick* .....
3. the man's *big, black beard* .....
4. the big, barking *St. Bernard dog* .....

B. Complete this sentence.

Whopper promised Jess .....

.....

C. Longer words made from those printed at the left, appear on the pages mentioned. Write these longer words on the lines. Then write a word made *in the same* way from the second word on each line.

1.	(page 201)	please	.....	defy	.....
2.	" "	create	.....	complete	.....
3.	(page 202)	hair	.....	fire	.....
4.	" "	good	.....	dark	.....
5.	" "	long	.....	sweet	.....
6.	" "	dread	.....	hope	.....
7.	" "	comfort	.....	desire	.....
8.	(page 204)	tangle	.....	spoil	.....
9.	" "	excite	.....	agree	.....
10.	(page 204)	patient	.....	pure	.....
11.	(page 205)	long	.....	strong	.....
12.	" "	appear	.....	agree	.....

D. There is a great deal of conversation in this story. In telling such a story a writer often uses the word *said,* as in *"Hi, Whopper," he said.* A good writer does not use this one word too often, however. He uses other words instead which often tell *how* the speaker says things. Find words on the pages mentioned which mean *said* and also tell the following things:

1. (Page 204) *said* as though he were out of breath .....
2. " " *said* in a loud tone .....
3. " " *said* rather unwillingly .....
4. " " *said* after he had already said something .....
5. (Page 205) *said* in a very loud, quick, voice .....
6. " " *said* in a low, indistinct voice .....

MAKING DESCRIPTIVE WORDS

Many *describing words* (adjectives) are made from shorter words by adding one of the syllables *-ous, -ic, -able, -al, -like, -ive.* Make the words suggested. (*The italicized word in each definition will suggest the word required.*)

A.

-ous		*-ic*	
..*courageous*..	showing great *courage*; brave	.....	referring to an *opera*
.....	full of *humour*; funny	.....	concerning a *volcano*
.....	strong; possessing great *vigor*	.....	having to do with *science*
.....	exhibiting *grace;* pleasant; kindly	.....	having the properties of a *magnet*
-able		*-like*	
.....	pleasing; of a kind that people *like*	.....	like that of a *child*
.....	that can be *moved*	.....	suited to *business*
.....	fitting; of a kind that *suits*	.....	like a *bird*
.....	that can be *sold*	.....	like the real thing; looking as if *alive*
-al		*-ive*	
.....	having to do with *commerce*	.....	giving *offense;* disagreeable
.....	like a *palace*	.....	working; not still; *acting*
.....	connected with an *office* or an officer.	.....	merry; suitable for a *feast*
.....	not complete; only a *part*	.....	costly; causing great *expense*

B. Using one of the suffixes *-ous, -ic, -able, -al, -like* and *-ive,* make descriptive words (adjectives) from the following:

1. origin .....
2. danger .....
3. metal .....
4. prosper .....
5. joy .....
6. defense .....
7. origin .....
8. marvel .....
9. ruin .....
10. notice .....

A WORD PUZZLE

Add *one letter* to the first word defined to give the second word of each group.

1. *Change*: A small ball of glass or metal with a hole through it for threading — (a) .....*bead*.....
   To: A food baked from wheat or barley flour — (b) .....*bread*.....

2. *Change*: Very great warmth — (a) .....
   To: A grain — (b) .....

3. *Change*: In this place — (a) .....
   To: In that place — (b) .....

4. *Change*: A flat-topped piece of furniture — (a) .....
   To: A building to house farm animals — (b) .....

5. *Change*: A house pet — (a) .....
   To: A vehicle — (b) .....

6. *Change*: An article of footwear — (a) .....
   To: A place where goods are sold at a fair, or where we *vote at elections* — (b) .....

7. *Change*: A part of a building with walls and ceiling — (a) .....
   To: An instrument used for sweeping — (b) .....

8. *Change*: The opposite of *day* — (a) .....
   To: A man of high rank; a man who in olden days reached the next step after being a page and then a squire — (b) .....

9. *Change*: The opposite of *early* — (a) .....
   To: A kind of stone that splits into thin, smooth layers — (b) .....

10. *Change*: A gay sound indicating lively happiness — (a) .....
    To: Killing, butchery — (b) .....

11. *Change*: A writing instrument — (a) .....
    To: The opposite of *closed* — (b) .....

12. *Change*: Cook in the oven — (a) .....
    To: A device for slowing or stopping a moving car or other object — (b) .....

13. *Change*: A garden tool — (a) .....
    To: A male duck — (b) .....

JOHNNY CHINOOK

A. Johnny Chinook's stories are truly *tall tales*. He exaggerates so much that the impossible things he tells seem truly funny. Pick out and write one sentence from each of the following stories which gives what seems to you the most comical exaggeration.

1. The big snow .....

.....

.....

2. Johnny's beaver .....

.....

.....

3. The hot winter .....

.....

.....

B. One of the first three sentences in each group does not mean exactly the same as the other two. Underline this sentence.
Complete the fourth sentence in each group so that it means exactly the same as the two you did not underline.

1. (a) As the mosquitoes had not died off in the fall, they grew to be as big as sparrows.
   (b) The mosquitoes, not having died off in the fall, reached the size of sparrows.
   (c) Those mosquitoes which did not die off in the fall were the size of sparrows.

   (d) *Since they had not died off in the fall,* .....

   .....

2. (a) We were lucky to have a good crop that year, for the next year there wasn't any summer at all.
   (b) It was an unfortunate thing for us that that year's crop was so good, for the following year there was no summer at all.
   (c) It was a good thing for us that there was a good crop that year, for there was absolutely no summer the year after.

   (d) *As there was no summer* .....

   .....

   .....

3. (a) Johnny's very best story is the one about the high wind.
   (b) One of the very best stories Johnny tells is that about the high wind.
   (c) Johnny's story about the high wind is his very best yarn.

   (d) *Johnny's story about* .....

   .....

WORDS FROM DEFINITIONS

Opposite each of the following definitions print a word beginning with P. Print one letter on each short line.

1. A uniformed officer of the law (1)_____
2. A very small coin (2)_____
3. The opposite of *work* (3)_____
4. A very large, luxurious house (4)_____
5. A large amount; sufficient (5)_____
6. To make shiny or glistening (6)_____
7. A country between Germany and Russia (7)_____
8. To go forward (8)_____
9. The opposite of *war* (9)_____
10. To see: to catch sight of (10)_____
11. A soft, curly feather (11)_____
12. The distance around a figure (12)_____
13. The opposite of *public* (13)_____
14. An animal seized or hunted for food (14)_____
15. Strength, force (15)_____
16. A country of Europe near Spain (16)_____
17. To own, to have as one's own (17)_____
18. A picture of a person (18)_____
19. A drug or other substance dangerous to life and health (19)_____
20. The mountain lion (20)_____

IF YOU HAD A WISH

A. This story was told by the woman of Gaspé to explain something. What was she explaining?

.....

.....

B. On page 215 is the sentence *"You are a clever fellow," answered the beggar.* Why did the beggar say that the fisherman was clever?

.....

.....

.....

C. 1. This paragraph is to be found on page 215.

Thereupon the ragged man stood up and clapped the fisher on the shoulder in high delight. "Never yet," said he, "did a good deed go unrewarded. This moment you shall have your wish granted. What is it?"

To what do the underlined words refer?

he ..... you .....

it .....

2. Find the sentence on page 219 beginning *"I wish."* To what do these words refer in this sentence?

I ..... we .....

they ..... there .....

D. On page 213 find these words:

1. a word rhyming with *smoke* and meaning people .....
2. a word rhyming with *fails* and meaning *stories* .....
3. a word rhyming with *reigned* and meaning *grumbled* .....
4. a word rhyming with *spell* and meaning *happened* .....
5. a word rhyming with *rode* and meaning *demonstrated* .....

TEST No. 3

I. Although waterfowl, fish, and *various* land and sea animals *furnish* a part of his support, the Eskimo is dependent chiefly on two animals—the dog and the seal. In winter, though all other food fails, the seal is *obliged* to come up through holes in the ice to breathe, and is taken by the Eskimo, who lies in wait with his harpoon. This animal furnishes *him* skins for tents and clothing. Its blubber furnishes oil and fuel and light. Blubber and flesh form the chief articles of his winter food. If a polar bear can be taken, so much the better; but the seal is the Eskimo's chief source of food, warmth and shelter.

A. This paragraph is chiefly about

1. the life of the Eskimo
2. how the Eskimo depends on the seal
3. the Eskimo and his dog
4. the life of a seal

B. The three words printed at the left are *italicized* in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. obliged	(a) pleased	(f) equip
	(b) indebted	(g) different
2. furnish	(c) compelled	(h) some
	(d) provide	(i) changing
3. various	(e) contain	

C. Blubber is a kind of: (1) skin, (2) flesh, (3) fat, (4) seal.

D. The Eskimo uses parts of the seal in many ways.

1. Sealskins are used for ..... and .....
2. Blubber gives him ....., ..., and .....
3. Seal flesh furnishes .....

E. The word *him* italicized in the paragraph stands for .....

II. The Orang-Utan is a manlike ape found in the forests of Borneo and Sumatra. The male *attains* a height of possibly four feet, and stands awkwardly erect with his long arms almost touching the ground. The name is Malay, *signifying man of the jungle.* The orang walks on all fours, with a gait resembling that of a person hobbling forward on crutches. It is too heavy to jump from branch to branch, but it swings from tree to tree with great grace and *agility.* The feet, hands, and face are bare. The rest of the body is covered with coarse reddish hair. The orang-utan feeds chiefly on fruits and the succulent shoots of trees. It descends to the ground for water. It builds large nests in treetops, and is quite inoffensive, though defending *itself* with ferocity when brought to bay. The orang is about two-thirds as large as its African relative, the gorilla. It has brick-red hair. The gorilla is black.

A. This paragraph is mainly about

1. A comparison between the orang-utan and the gorilla.
2. the home of the orang-utan.
3. the appearance of the orang-utan.
4. the orang-utan.

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. attains .....
2. signifying .....
3. agility .....

(a) contains
(b) attempts
(c) reaches
(d) meaning
(e) writing
(f) destroying
(g) ability to move quickly and easily
(h) rhythm
(i) strength of limb

C. Find words in the paragraph meaning

1. juicy .....
2. manner of walking .....

D. Write a two-word phrase from the paragraph meaning *fiercely.*

.....

E. We know that there are no other apes so large as the gorilla and the orang-utan. If we are in the jungle and see a black ape almost six feet tall, where must we be? (*Underline*)

(1) in Borneo. (2) in Sumatra. (3) in Africa.

F. 1. If we came in sight of an orang-utan in the forest and made no attempt to interfere with it, it would probably (*Underline*)

(a) attack us. (b) leave us alone.

2. Write one word from the story which suggests which is the right answer to question F-1.

.....

G. The word *itself* is underlined in the paragraph. To what does it refer?

.....

H. Write a three-word phrase from the story meaning *compelled to stand and fight.*

.....

MEANINGS FROM CONTEXT

A word is italicized in each of these sentences. Underline another word or phrase in the sentence which helps to make clear what the italicized word means or represents. The first one is done for you. (*Be prepared to tell what you think the word means.*)

1. Proud and delighted at his success, the happy boy shouted *exultantly* to his companions to come and see his model plane.
2. The cowboy mounted his *cayuse* and galloped off across the prairie.
3. Building the railway through the difficult mountain region of the Rockies and the Selkirks was a great engineering *achievement.*
4. The aviator's *altimeter* told him that he was flying 4,000 feet above the ground.
5. *Barnacles* and other shell-fish covered the rocks and could be seen at low tide.
6. The once proud passenger liner, now a *derelict* floating almost entirely below the surface of the water, was a danger to all ships approaching the harbor.
7. The great *cathedral,* larger and more beautiful than any other church in the city, at once attracted our attention.
8. The carefree voyageur swaggered *jauntily* across the square, singing a rollicking song.
9. The solidly planted stakes of the *palisade* made a strong wall which the enemy was unable to scale.
10. Jabbing the iron point of his *peavey* right through the bark, the woodsman exerted all his strength to roll the log into the river.
11. A few days later the flood waters *receded,* leaving a thick layer of silt on the fields they had covered for so long.
12. The weird sound *recurred* at intervals throughout the night.
13. The single mast of the fishing *smack* snapped when the gale was at the height of its fury.
14. The *vendor* of the property was well satisfied with the price he received on selling it.
15. The prison *warden* instructed the guards to keep strict watch over the prisoners.
16. The housekeeper found it a very difficult task to polish the *tarnished* silver.
17. The traveller journeyed a thousand *versts* across the level plains of Russia.
18. Miles from the nearest settlement, the pioneers in their new home were completely *isolated* from the outside world.
19. John McCrae's poem *In Flanders Fields* has been *translated* into many languages.
20. The *sentinel* took up his post on the hill to watch for the approach of the enemy.
21. As I looked through the big *telescope* the moon seemed to come close to me and I could see its rugged mountains.
22. For two or three hours the lad had been growing more and more tired, and at last fell *exhausted* on the trail.
23. His *ancestors* had lived for hundreds of years on the estate which he and his father now worked so successfully.
24. The *innocent* man was at last able to prove that he had not committed the crime.

THE TAMING OF TURSIOPS

A. This story would not be so entertaining without Smudgy's peculiar way of talking. It would be quite spoiled if we changed everything he says into really good English. Just show, however, that you understand him by writing this speech in ordinary English.

"How come you lyin' heah? You is all tore up. Must be you was fightin' somethin awful. Look like you feelin' pretty low."

.....

.....

.....

.....

B. What two things did Smudgy do which seemed to please the porpoise very much?

1. .....

2. .....

C. Explain what game the boy and the porpoise learned to play and enjoy together.

.....

.....

.....

D. The writer of this story speaks of the *scratching* and the *tickling* which gave the porpoise so much pleasure. On page 226 he uses each of these words with another word which fits very well with it to describe the feeling these actions gave Tursiops.

1. Write these two word on the lines.

..... *scratching* and ..... *tickling.*

2. Why do these pairs of words sound well together?

.....

.....

E. Write the sentence from page 227 which best pictures the speed with which the porpoise could swim.

.....

.....

.....

.....

CHAPTER FIVE — REVIEW

A. The following titles might be used for some of the selections of this chapter. Underneath each one write the title actually used.

1. A bold French Canadian lumberman

.....

2. Tall tales of a Western Canadian

.....

3. A little boy exaggerates

.....

4. An exciting forest dream

.....

5. Smudgy's dolphin friend

.....

6. Discontented animals

.....

7. I'm going to be a pirate

.....

8. A story of Gaspé

.....

B. Sentences are commenced for you at the left. The endings of the sentences are printed at the right. Write the letter marking the correct ending in the bracket after each left-hand group of words.

1. Whopper made up stories (.....)
2. Johnny Chinook (.....)
3. Johnnie Courteau (.....)
4. The Breton fisherman (.....)
5. The dreaming boy fell out of bed (.....)
6. Every one of the animals was still more discontented (.....)

(a) when the hippo was about to crash down on him.
(b) had a sour-tempered wife.
(c) catches bears in a peculiar way.
(d) killed a bear with a pike pole.
(e) when his voice was changed
(f) whenever he told what he had seen.

C. Write sentences from the pages named which refer to these pictures.

1. (page 205) .....

.....

.....

.....

.....

2. (page 212)—3 lines

.....

.....

.....

.....

.....

3. (page 238)—1 line

.....

.....

.....

.....

POWER

A. Write these three in the order in which they came to be used for driving machinery.

Electric Power *Steam Power* *Water Power*

1. ..... 2. ..... 3. .....

B. What is meant by *harnessing* the power of the waterfalls?

.....

.....

C. 1. What discovery made Faraday think that there must be some connection between electricity and magnetism? (Page 252)

.....

.....

2. Faraday decided to try to make an electric current with a ..... (Write just one word to complete this sentence.)

3. ..... is the force which makes the compass needle always point to the .....

D. A simple dynamo is a machine in which an electric current is produced when:

(a) a magnet is constantly turned inside a coil of wire.
(b) a magnet is constantly turned around a coil of wire.
(c) a coil of wire is constantly turned round a magnet.
(d) a coil of wire is constantly turning a magnet.

E. In our great power houses the wire coils are kept in constant motion by means of ..... power. (water, steam, electric)

F. A sentence from page 253 tells us that electric power from one power station can be made to serve a very large area. Write the first twelve words of this sentence.

.....

.....

G. 1. Write these ten words from the story in alphabetical order.
2. Re-write them divided into syllables, and mark the strongly accented syllables.
3. Put in front of each the number of the correct meaning. The first one is done for you.

abandon	*instrument*	*current*	*dynamo*	*picturesque*
bindery	*turbine*	*laboratory*	*fascinating*	*venturesome*

(..2..)	*abandon*	*a-ban'-don*	1. flow (of electricity)
(.....)			2. desert, give up entirely
(.....)			3. interesting and attractive in appearance
(.....)			4. charming, compelling attention
(.....)			5. a machine to produce electricity
(.....)			6. a scientific workshop
(.....)			7. a shop where books are bound
(.....)			8. wheels with blades turned by water to produce power
(.....)			9. bold
(.....)			10. tool

PANCAKE DAY AT GREAT PAGWELL

On the pages indicated are words made from those listed at the left. Write these longer words. In the same way, by adding the same prefixes and suffixes, make new words from those printed at the right.

1.	(page 257)	invite	*invitations*	consult	*consultations*
2.	" "	please		seize	
3.	" "	library		custody	
4.	(page 259)	absolute		resolute	
5.	" "	invent		inflate	
6.	(page 260)	great		fine	
7.	" "	your		spoil	
8.	" "	tangle		one	
9.	" "	differ		confide	
10.	" "	adjust		break	
11.	" "	regulate		calculate	
12.	" "	thick		hard	
13.	(page 261)	mention		desire	
14.	" "	arrange		apart	
15.	" "	dainty		merry	
16.	" "	five		eight	
17.	" "	quick		slow	
18.	(page 262)	success		harm	
19.	" "	reason		believe	
20.	" "	edge		side	

COMPARISONS

A. Underline the word which best completes the comparison:

1. *Foot* is to *leg,* as *hand* is to finger, wrist, arm, fist.
2. *Bird* is to *nest,* as *dog* is to biscuit, kennel, muzzle, bone.
3. *Rich* is to *poor,* as *day* is to morning, afternoon, evening, night.
4. *Difficult* is to *hard,* as *big* is to large, little, small, young.
5. *Carpenter* is to *hammer,* as *author* is to poetry, story, book, pen.
6. *Dime* is to *money,* as *bread* is to butter, food, baker, oven.
7. *Furniture* is to *table,* as *bird* is to feather, fly, sing, robin.
8. *Warm* is to *hot,* as *large* is to enormous, big, small, tiny.
9. *House* is to *roof,* as *kettle* is to handle, lid, spout, water.
10. *Letter* is to *word,* as *chapter* is to sentence, book, paragraph, poem.
11. *Wheat* is to *grain,* as *daisy* is to petal, field, flower, garden.
12. *Door* is to *house,* as *gate* is to field, fence, wall, hinge.
13. *Clock* is to *time,* as *speedometer* is to car speed, truck, automobile.
14. *Water* is to *liquid,* as *ice* is to cold, snow, solid, cream.
15. *Plant* is to *seed,* as *bird* is to egg, feather, chick, nest.

B. Write the word which best completes the comparison:

1. *High* is to *low,* as *wrong* is to .....
2. *Small* is to *little,* as *expensive* is to .....
3. *Gold* is to *metal,* as *buttercup* is to .....
4. *Heavy* is to *lead,* as *light* is to .....
5. *Hammer* is to *nail,* as *screwdriver* is to .....

C. Make another comparison similar to each one given, by writing two words, one on each short line:

1. *Sweet* is to *sour,* as ..... is to .....
2. *Big* is to *large,* as ..... is to .....
3. *Sheep* is to *mutton,* as ..... is to .....
4. *Finger* is to *hand,* as ..... is to .....
5. *Swim* is to *water,* as ..... is to .....

GILBERT LABINE'S DISCOVERY

A. Name the three sources of radium.

1. ..... 2. .....

3. .....

B. In ....., Labine first visited the Northwest Territories looking for .....

He had read of rocks on the east shore of Great Bear Lake stained with ....

..... is often found along with .....

He chartered an airplane and on his first trip along the shores of Great Bear Lake, he discovered large deposits of .....

In ....., he returned with a helper, ..., to stake out his ..... and to continue his search for the rocks stained with ....

He found them and also ....., the ore from which ..... is obtained.

C. The Labine mine produces ....., ... and .....

D. The atomic bombs and rockets used against Japan were prepared from the ..... from Great Bear Lake.

E. Write the number of the correct definition in front of each name at the left.

(.....) miner 1. a man who has studied the science of the earth's crust and its rocks.

(.....) geologist 2. a man who digs ore from the earth.

(.....) prospector 3. a man who explores a region to find mineral ores, etc.

F. The pitchblende is shipped from the mine to the ..... at Port Hope, Ontario, in the form of ..... packed in sacks of ..... pounds each.

G. What was the "secret reason" for the Canadian Government's taking over the mines on Great Bear Lake during the Second World War?

.....

.....

.....

H. A min*er*, a scient*ist*, and a prospect*or* are all persons who do certain things. The ending *er, ist,* and *or* indicate this. Write three other words after each word below having the same ending and meaning *men who do certain types of work.*

-ER miner ....

-IST scientist ....

-OR prospector ....

RADAR — THE MAGIC EYE

A. Write the four words from which the word RADAR is made. (page 273)

RA ..... A .....

D ..... R .....

B. 1. The first persons to notice that radio echoes were sent back were American ..... who were sending short wave signals across the ..... River.

2. The first real use of radio was made in .....

3. In wartime radio helped

(a) British airmen to .....

(b) Canadian bombers to .....

(c) American and Canadian warships to .....

.....

4. In peace time radar helps passenger ships to .....

.....

C. Arrange these words in alphabetical order and write after each the letter marking the correct meaning.

destination, equipment, paratroops, compulsory, excitement, transmitter, dramatically, scornfully, detection, satisfaction.

1.	.....*compulsory*.....	(..*h*..)	a. soldiers who drop from planes to fight
2.	.....	(.....)	b. finding out
3.	.....	(.....)	c. sending instrument
4.	.....	(.....)	d. feeling of being pleased
5.	.....	(.....)	e. materials to use
6.	.....	(.....)	f. place to which one is going
7.	.....	(.....)	g. in a way that shows contempt
8.	.....	(.....)	h. forced, compelled, required
9.	.....	(.....)	i. in a noticeable, striking manner
10.	.....	(.....)	j. state or condition in which one's feelings are stirred or aroused

WHO WAS THE WRITER?

Here are four different accounts of a school baseball game. From the way in which the game is reported you can tell who wrote each one. On the line following each account, tell who you think wrote it. One was written by an outside reporter who had nothing to do with either school or its team.

1. Well, we won the cup! The final game between our school and the Willingdon School was certainly very exciting, right up to the last ball that was pitched. Both pitchers were hard to hit, and there was no score until the first half of the fifth inning. Then Willingdon's catcher made a home run, when our right fielder, Bob Gray, missed a catch not nearly so hard as two he had taken earlier. Fortunately there was no-one on base and Willingdon was only one run ahead. Nobody scored again until the beginning of the ninth inning. Jack Murray, our pitcher, did not allow a single hit all that time. In this inning Willingdon managed to get another run. It was our last turn at bat and the score was 2—0 against us, and then our first two men struck out. Things certainly looked black for us, for our weakest batters were coming up. However, Bert Jones managed to get to first, and Harry Britt walked. That put men on first and second and Jack Murray came to bat. Jack is not a very good batter. He knocked two fouls, and the Willingdon boys began to think the game was practically over, but he connected with the next ball and it sailed right over against the right field fence for a home run. How we cheered Jack for winning his own game in such an exciting way! And how Jack blushed when the Mayor shook hands with him as he presented the cup to our boys!

.....

2. The final baseball game for the City School championship was played on Saturday morning at Athletic Field. It was a pitcher's duel most of the way. Jack Murray for Byng School and Barry Jeffs for Willingdon pitched excellent ball. Willingdon scored in the fifth inning, and led 2—0 at the end of the first half of the ninth inning. Murray lifted the Byng supporters out of their seats when he batted a home run with two on to win the title.

.....

3. It was anybody's game right to the very last pitch. Barry pitched wonderful ball all the way through. He held Byng scoreless right to the ninth inning, and when Herb Jackson got our second run we all felt sure that we should have the senior cup in our trophy case for another year. But you never can tell. A baseball game is never won until the last ball is pitched, and Jack Murray certainly connected hard with that last one to win for Byng. Our fellows all played fine ball, and even though we didn't win, we are proud of the game they played.

.....

4. Poor Barry! He wasn't so lucky as I was last year. The same schools in the finals and the same score at the end of the first half of the ninth! But that hit of Jack Murray's was just bad luck for Barry. I was fortunate last year, for I remember the wonderful catch Bill Hobson made to retire the third batter and win the game for Willingdon. I was lucky and Barry wasn't.

.....

THE BIG THREE OF RADIO

A. The "Big Three" of Radio are: 1. .....

2. ..... and 3 .....

B. Two men made discoveries which Marconi used to work out a way to send telegraph messages through the air. Write their last names and their nationality to complete these sentences.

1. ....., a ....., suggested that electricity and light travel through the ether in waves.

2. ....., a ....., was the first to send electric sparks across a room without the aid of wires.

C. This selection divides itself into three main sections. Headings for these main sections are printed at the right. Put the numbers of the sentences at the left in their proper order under the proper headings.

1. James Clark Maxwell suggested that electricity and light both travel through the ether in waves.
2. Marconi went to England and increased the distance over which he could send messages to a hundred miles.
3. Reginald Fessenden invented a radio transmitter and a receiver.
4. Heinrich Rudolph Hertz made wireless waves travel a distance of forty feet.
5. Marconi built a strong sending station at Poldhu, England, and received in Newfoundland, a wireless message from there.
6. Ambrose Fleming invented a radio receiver something like an electric light bulb.
7. In Italy, Marconi sent a wireless message more than a mile.
8. In 1906 Fessenden made the first radio broadcast.
9. Lee DeForest made a much improved receiver called an audion.
10. In 1900 Fessenden's voice was transmitted a mile over the air.

(a) *The invention and development of wireless telegraphy.*

(.....)

(.....)

(.....)

(.....)

(.....)

(b) *The invention of radio (wireless telephony.*

(.....)

(.....)

(.....)

(c) *Inventions making modern radio broadcasting possible.*

(.....)

(.....)

CHAPTER SIX — REVIEW

A. 1. Write two lines telling what *Mrs. Earth* can not do.

.....

.....

2. Write two lines from the first half of *Song of the Iron-worker* which give the main idea of the poem.

.....

.....

3. *How the water comes down at Lodore* tells of the great movement and sound and glistening brightness of the water. Pick out three words ending in *-ing* to write under each heading.

Movement	*Sound*	*Glistening brightness*
(a)	(a)	(a) .....
(b)	(b)	(b) .....
(c)	(c)	(c) .....

4. Write two words from *The West Wind* which indicate that the people of the West Land are friendly people.

....

B. 1. There are many prophecies at the end of the selection *The Spectacles of Truth.* Write the sentence which foretells the use of the telephone or the radio.

.....

.....

2. Who were *"The Big Three of Radio"*? Look at the story again and write their full names.

....

.....

3. What peace-time use of radar is suggested by the picture on page 271?

.....

.....

4. In 1929 Gilbert Labine discovered deposits of ..... in the Great Bear Lake country, and in 1930 he made the great discovery of .....

MATCHING SENTENCE MEANINGS

The twelve sentences printed at the left have almost the same meanings as twelve of those printed at the right. Put the number of each left hand sentence in the brackets in front of the right hand sentence having about the same meaning. Three of the right hand sentences will have no numbers written in front of them as there are no left hand sentences with similar meanings.

1. The forest creatures glided from view behind tree trunks.

2. On the high lonely trails he often glimpsed grey wolves and other wild animals.

3. After less than a mile of journeying he came to a bridge across the canyon.

4. Darkness caught him on a lonely trail in the deep forest.

5. When he awoke at dawn he found that someone had taken almost all his belongings.

6. As he glided from tree to tree, he caught sight here and there of wolves and other animals.

7. By dusk the boy reached an inn where he bought some hay and a bowl of raw eggs.

8. With a roaring fire at his feet the boy stretched his weary limbs on a bed of earth.

9. The boy made a brisk fire and sat down to rest on a low bank.

10. Very early in the morning the boy departed from the inn with the hay and eggs he had purchased.

11. He closed the door, that no outsider might glimpse the making of this secret way to send a secret message.

12. The secret message was prepared in this unusual way behind closed doors.

(.....) He was deep in the forest on a seldom travelled path when night descended.

(.....) He slipped from tree trunk to tree trunk, catching glimpses from time to time of wolves and other creatures.

(.....) The animals of the forest slipped silently from his sight behind the trunks of trees.

(.....) At dawn some robber took practically everything he owned.

(.....) The tired lad lay down on a bed of earth with his feet towards a brisk fire.

(.....) He often caught sight of grey wolves and other wild creatures on the little used mountain paths.

(.....) Just as the sun was rising, the boy took the hay and eggs he had bought and left the inn.

(.....) When night was beginning to close in on him, the boy took the hay and eggs he had purchased and departed from the inn.

(.....) Before he had travelled a mile he reached a bridge spanning the gorge.

(.....) Just as night was falling, the boy came to an inn at which he purchased some hay and some eggs.

(.....) In this strange fashion the secret message was secretly prepared.

(.....) Making a good fire the boy sat down on a low bank of earth to take a rest.

(.....) He shut the door and nobody from the outside saw how the secret message was prepared.

(.....) At sunrise he awoke to find that some robber had made off with practically everything he possessed.

(.....) So that no stranger might see how this secret method of sending the secret message was prepared, he shut the door tight.

YINKA-TU AND THE SECRET MESSAGE

A. At the right below are four headings indicating four main parts of this story. At the left are twelve sentences telling the story briefly. Put the number of each sentence in proper order under the proper heading. The first one is done for you:

1. Sifan and Yinka-tu cross the great river by the slender rope bridge.
2. Min-chi and Deja get things ready for Sifan's journey.
3. Om-sa-pi, the lama, is rescued from drowning by Sifan and Yinka-tu.
4. Om-sa-pi knots the message in the soft hair under Yinka-tu's body.
5. Sifan sees many wild animals as he crosses the high mountains.
6. Sifan is heartily thanked and royally treated.
7. Sifan is robbed during the night.
8. Sifan and Yinka-tu are taken before the throne of the Grand Lama.
9. Yinka-tu is startled by the noise of the trumpets as he nears the monastery.
10. Sifan and Yinka-tu return home laden with treasure.
11. The secret message is read.
12. Men are sent off in haste to bring back The Book Written in Gold.

Preparing to take the message.

(..3..)

(.....)

(.....)

Sifan's journey.

(.....)

(.....)

(.....)

(.....)

The Grand Lama receives the message.

(.....)

(.....)

(.....)

Sifan's reward.

(.....)

(.....)

B. On pages 294 and 295 are words made from those printed at the left. Write these words on the lines. Write words on the lines at the right made *in the same way* from the other words given.

1.	(page 294)	prepare	.....	declare	.....
2.	" "	vary	.....	glory	.....
3.	" "	travel	.....	saddle	.....
4.	" "	care	.....	hope	.....
5.	(page 295)	known	.....	able	.....
6.	" "	loud	.....	quick	.....
7.	" "	create	.....	seize	.....
8.	" "	day	.....	moon	.....
9.	" "	low	.....	high	.....
10.	" "	any	.....	some	.....

ANTONYMS

A. Write words opposite in meaning to the first word on each line and rhyming with the second word.

B. Using the markings given at the bottom of the page, re-write the words you have chosen so as to show their pronunciation. If a word has more than one syllable, divide it into syllables and mark the strong accent. The first one is done for you.

1.	Arrive	Start	Depart	Dĭ-pärt'
2.	Lose	Spin		
3.	Stormy	Psalm		
4.	Cruel	Mind		
5.	Whole	Heart		
6.	Rise	Call		
7.	Weakness	Length		
8.	Foolish	Prize		
9.	Fast	Hoe		
10.	Beginning	Spend		
11.	Heavy	Spite		
12.	Straight	Served		
13.	Dangerous	Waif		
14.	Wild	Came		
15.	Sweet	Power		
16.	Energetic	Hazy		
17.	Ugly	City		
18.	Include	Remit		
19.	Forbid	Omit		
20.	Cheap	Defensive		

mat (măt)	pet (pĕt)	fit (fĭt)	spot (spŏt)	cup (kŭp)
cage (kāj)	met (mēt)	mice (mīs)	hope (hōp)	put (půt)
star (stär)	her (hėr)			rule (rül)
				use (ūz)

BABY ERNEST

A. Fill the blanks in the following to give the main idea of the story as told in your reader.

Maggie was a girl of ..... years who wanted very much to be a ..... Her ..... was opposed to this idea. One day her ..... and .....went away, leaving ..... in charge of the house and the younger .....

One afternoon ..... seemed to be ill. He would not eat his ..... Aunt Louisa, the Negro housekeeper, knew of nothing he had eaten to make him ill, but mentioned some green ..... which had been delivered that morning. Then ..... felt sure she knew what was wrong. She had seen ..... treat a little girl when she had gone into ..... just as Baby Ernest had done. She treated Baby Ernest in exactly the same way as ..... had treated the little ..... For ..... hours she worked hard to get the little boy to ..... properly and at last succeeded. She saved his life.

When Maggie's ..... returned, her father said she had done the right thing and her ..... gave her consent to Maggie's training to become a .....

B. 1. Write a four-word sentence from page 308 which shows that Aunt Louisa had great faith in Maggie's mother.

.....

2. Why do you think Philadelphia is mentioned at the close of the story?

.....

.....

C. On page 309 is a short paragraph beginning "Here's the other lamp." Aunt Louisa did not talk very good English. Write the paragraph as you would say it.

.....

.....

.....

.....

AN ANAGRAM PUZZLE

A. Re-arrange the letters of the word printed in capital letters to make a new word which fits sensibly in the blank in the sentence given.

1. MARCH — The girl's ..... won her many friends.
2. PEACH — The goods were very ..... at the market.
3. SHORE — The soldier rode away on his .....
4. SAINT — The lady wore a ..... dress.
5. BRUSH — The gardener planted a ..... near the gate.
6. TEACH — A dishonest person may try to ..... you.
7. SAINT — The cleaner was unable to take the ..... out of your dress.
8. STEAL — I bought a loaf of ..... bread.
9. SLATE — This is the ..... useful of all.
10. GREAT — There is no fire in the .....
11. NORTH — The ..... in his foot made him limp.
12. STEEL — Cold ..... was falling as we started out on our journey.
13. CRATE — We could find no ..... of the missing vessel.
14. SHEAR — Each boy received a ..... of the money.
15. STATE — This apple has a very sour .....
16. SNIPE — Another name for the backbone is the .....
17. STEAL — The traveller told wonderful ..... of his adventures.
18. PSALM — The ..... were lighted when night fell.

B. Re-arrange the letters of these words to make new words:

1. ONCE	2. ABLE	3. TALE .....
4. REAR	5. ROOM	6. LION .....
7. MALE	8. LIME	9. SORE .....
10. LAST	11. TRAP	12. FLESH .....

C. Can you think of four pairs of words made from the same letters?

1. .... 2. ....

3. .... 4. ....

HE STOPPED — HE LOOKED

A. If you had to make a new one-word title for this selection, what would you call it?

.....

B. State *exactly* what substance was found to contain penicillin.

.....

C. The writer of this story mentions *a railroad car, an electric iron* and *milk-sugar*. Write three good sentences telling why he mentions these things.

.....

.....

.....

.....

.....

.....

D. After he had proved that penicillin kills many harmful germs, Dr. Glenning's next task was to find out .....

.....

E. Why was the manufacture of penicillin speeded up in 1939?

.....

.....

F. The second last paragraph of this selection makes clear that in 1944 the need for penicillin was very pressing or urgent, and that great .....
and great ..... were needed in its manufacture.

G. At the left are printed words taken from the story. Each of these words is made from a shorter root word by adding a certain *ending*. On the lines write the root words from which they are made. Then write another longer word made by adding the same ending to the word in the third column.

failure	*fail*	depart	*departure*
different	.....	exist	.....
wonderful	.....	help	.....
mysterious	.....	joy	.....
harmless	.....	care	.....
improvement	.....	engage	.....
perfectly	.....	happy	.....
toaster	.....	boil	.....

A. There is an extra word in the last line of each stanza which spoils the rhythm of the line. Cross these words out.

B. Write a suitable title for the poem on the line provided. Can you think of a good two-word title?

....

A sly little monkey decided one day
To have a good time in his mischievous way.
He got up quite early and peered all around
To see where the very jolliest fun could be found.

He spied his young brother and sister asleep,
And it didn't take long for our monkey to creep
To the branch where the two little innocents lay,
Still quite weary from yesterday's strenuous play.

He took their long tails and knotted them tight,
And soon they woke up to their horrible plight
When they found themselves hanging head down from the limb;
And he laughed as they dangled there shrieking loudly at him.

He left them and went to a palm tree he knew
Where the ripest and heaviest cocoanuts grew;
He climbed to the top and took up a position
Where best he could fire down his nut ammunition.

He hadn't been waiting there terribly long
When a wrinkled old elephant happened along;
Then down came the cocoanuts—plunk, ker-plunk,
And they bounced right off his head and filled up his trunk.

Then our monkey felt thirsty and went for a drink
Down to the deep river's reed-bordered brink,
Where zebra, okapi and antelope meet
To exchange jungle gossip and cool off their hot feet.

He shouted the warning which forest folk dread,
That a lion was near and danger ahead,
And his sides shook with laughter when, crazy with fright,
The poor timid creatures sought for safety in flight.

Not far from the bank of the smooth-flowing stream
A crocodile floated as though in a dream,
A ready-made boat for our monkey to use
For a glorious, summer-time, long holiday cruise.

But things are not always just what they may seem,
And the crocodile really was not in a dream,
But quite wide awake to the world all around;
He saw every little movement and heard every sound.

He saw our young monkey swing down from a tree,
And held his back steady as steady could be;
But then he submerged and swung quietly round—
And no trace of the monkey has ever yet been found.

AMELIA EARHART

A. Even as a little girl, Amelia Earhart did not allow difficulties and failure or accident to discourage her, but went on to do what she set out to do. What is there on page 318 to show this?

.....

.....

.....

B. On page 318 Amelia says something which shows she is very excited. Write this speech.

.....

.....

C. Learning to fly took some time. Write the sentence from page 319 which indicates this.

.....

.....

D. Learning to fly cost money. How is this indicated on page 319?

.....

.....

E. In May, 1932, Amelia realized one of her great ambitions. What was this ambition?

.....

F. 1. What kind of plane did Amelia use on her first flight across the Atlantic?

.....

2. Mention two mishaps which made this flight very dangerous.

.....

.....

.....

G. What are the following?

1. An Altimeter: .....

.....

2. A Barograph: .....

.....

H. Fill in the blanks in this statement:

Amelia Earhart started her last flight at ..... on .....,

19..... She and her companion .... were lost

near ..... Island in the ....

A DOG NAMED SPIKE

A. Each of the groups of words listed at the right may be read with one of the left-hand groups to make a sensible sentence. Place the number marking each left-hand group in the proper brackets. (*If you cannot answer this question without looking at your reader, the page numbers given will help you.*)

1. The ships were sent north (p. 325)
2. Byrd ordered his men from the edge of the ice (p. 326)
3. The dogs raced madly round and round in the snow (p. 326)
4. Spike's broad chest and powerful frame had been developed (p. 327)
5. Snow was heaped over the walls of the house (p. 329)
6. Spike became ill (p. 329)
7. A party of six men went ahead of Byrd's airplane party (p. 330)
8. The worn-out dogs of the advance party were roused to new life (p. 332)

(.....) a. to report weather conditions and to be ready in case of accident.

(.....) b. as a protection against the terrific winds and cold.

(.....) c. when Spike appeared amongst them.

(.....) d. as a result of the enormous amount of work he had done and exposure to the icy winds.

(.....) e. because wintering in the Antarctic would have meant their destruction.

(.....) f. as a result of his long hours in harness pulling heavy loads.

(.....) g. because the wearing action of the tide made it unsafe.

(.....) h. because they were overjoyed at being released from their narrow quarters on the deck.

B. Write the number of the paragraph in the story which tells these things.

1. (.....) Spike's powerful build.
2. (.....) Spike's friendly behaviour towards the men of the expedition.
3. (.....) Spike's leadership in the dogs' fun.
4. (.....) The arrival of the ships at the great ice-pack.
5. (.....) The departure of the small advance party.
6. (.....) The kind and quantity of supplies taken to the camp.

C. When the ships reached the Antarctic continent, an advance party set out.

1. How many men formed the party? .....
2. What did they take with them? .....

.....

3. Why did this advance party go inland? .....

.....

THESE WERE HIS FRIENDS

A. The title of this story is *These Were His Friends.* To whom do you think the word *these* refers?

.....

B. Match the items at the left with those at the right by putting the *letter* marking the right-hand items in the proper brackets in front of the left-hand ones.

(.....) 1. Sergeant Jack
(.....) 2. Bonfire
(.....) 3. Montreal
(.....) 4. The Boer War
(.....) 5. John McCrae's greatest poem
(.....) 6. Guelph
(.....) 7. Bonneau
(.....) 8. Rank of Lieutenant Colonel
(.....) 9. Remembrance Day
(.....) 10. Bissac

a. John McCrae's first service as a military surgeon.
b. His birthplace.
c. One of his dogs.
d. The poppies of "In Flander's Fields".
e. One of his nephews.
f. McCrae's last military service.
g. A French soldier's dog.
h. Col. McCrae's horse.
i. McCrae as surgeon and lecturer.
j. "In Flanders' Fields".

C. Underline three things we probably like best to remember about John McCrae.

1. His poetry
2. His skill as a surgeon
3. His kindliness
4. His death
5. His story telling
6. His courage
7. His rank as lieutenant-colonel

D. 1. When he told stories to his boy and girl friends, John McCrae used a certain trick to make his stories more interesting. What was this trick?

.....

.....

2. Can you finish John McCrae's sentence from the top of page 334 in an interesting manner? Perhaps it will suggest a story to you that you can tell to the class later.

Then the box opened slowly — slowly .....

.....

CHAPTER SEVEN — REVIEW

A. Here are some titles which would fit some of the selections of Chapter Seven. Under each one write the title which is actually used in your reader.

1. A great woman aviator

.....

2. A brave, dependable Husky

.....

3. Discovering a wonder-drug

.....

4. An important message is carried by a yak

.....

5. A big job done by small boats

.....

6. A Canadian soldier-poet

.....

7. Winning the right to study to be a doctor

.....

8. Fooling the pirates

.....

9. In the stokehold

.....

10. A message from a soldiers' graveyard

.....

1. Write the sentences from page 299 suggested by this picture.

.....

.....

.....

.....

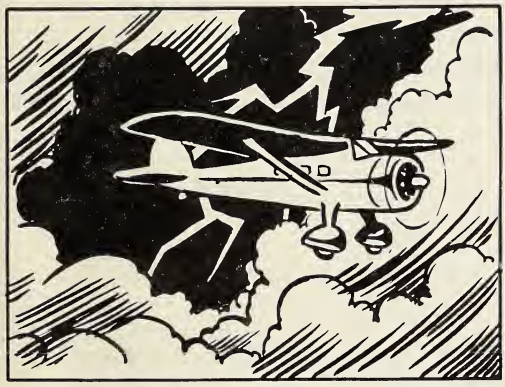
2. Write the two lines from *The Clinker* which best fit this picture.

.....

.....

.....

.....



3. Write the sentence from page 321 suggested by this picture.

.....

.....

.....

.....

4. Write the sentence from page 332 suggested by this picture.

.....

.....

.....

.....

TEST No. 4

I. The very earliest books were slabs of stone or tablets of clay with picture writing carved on them. Later thin pieces of wood were employed with wax spread over them in which writing was scratched with a sharp-pointed stylus. Other ancient books were written on an early kind of paper made from the stem of the papyrus reed. A long strip of this material was secured at the ends to two sticks so that it could be rolled from one to the other. The story was written on one side of the paper only. As time went on, parchment or sheepskin came to be used instead of the papyrus. This was cut into sheets which were bound together with thin leather strips or thongs. These parchment books looked much more like our modern books than any earlier ones had done. All these early books were written by hand. Our present day books were made possible by Gutenberg's invention of printing.

A. This paragraph is chiefly about:
   1. books written on slabs of stone and papyrus.
   2. early books.
   3. the invention of printing.
   4. parchment and papyrus.

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. employed	.....	(a) worked (b) used (c) engaged
2. ancient	.....	(d) strange (e) early (f) very old
3. secured	.....	(g) found (h) obtained (i) fastened

C. The paragraph suggests that the first books consisting of pages which could be turned over one by one were written on:
   1. papyrus 2. wax-covered pieces of wood 3. parchment 4. printed paper

D. To what does the word *this,* underlined in the story, refer? .....

E. Write words from the story meaning the following:

   1. a kind of sharp pen used to scratch letters and words in wax .....
   2. sheepskin prepared to write on .....
   3. a plant used in making very early books .....
   4. strips of leather used for binding things together .....
   5. present day .....

F. What material mentioned in the paragraph do you think would have to be baked after being written on in order to keep it from being easily broken or destroyed?

.....

II. Ships and sailors voyaging across the oceans of the world have always had to contend with many dangers. Before the invention of the mariner's compass men had only the sun and the stars to guide them when out of sight of land. The greatest dangers to shipping lie, however, near the land. In stormy or foggy weather there is always the possibility that a ship may be wrecked on unseen rocks. To guard sailors from danger, hundreds of lighthouses, built on rocky capes or submerged rocks, flash their warning lights for miles across the sea. Where it is impossible to build lighthouses, lightships are anchored and their lights and foghorns are warnings of danger. Lines of buoys mark the safe lanes by which ships may enter many harbors. Today many ships carry radar equipment which warns the navigator when any object, ship, iceberg or rock, is in the path of his ship.

A. This paragraph is chiefly about:
   1. the dangers which ships and sailors have to face.
   2. lighthouses.
   3. means used to safeguard shipping.
   4. the mariner's compass.

B. The three words, or groups of words, printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. contend with	(a)	fight against
	(b)	come in contact with
	(c)	overcome
2. submerged	(d)	sharp, pointed
	(e)	below the surface of the water
	(f)	jagged
3. navigator	(g)	sailor
	(h)	captain of the ship
	(i)	person steering the ship

C. Name five things, mentioned in the paragraph, which add to the safety of shipping today.

1. ..... 2. .....

3. ..... 4. .....

5. .....

D. Write a phrase of nine words which indicates that lighthouses do not usually give out a steady, unbroken, unmoving light.

.....

E. The paragraph suggests that the compass is of most use to sailors

1. when leaving port
2. in mid-ocean
3. when nearing land
4. in storm and fog

F. What danger, sometimes met in mid-ocean, does radar make less likely to cause shipwreck?

.....

BELLS

A. Match the items at the right with those at the left by writing the *letter* marking each right-hand item in the proper brackets after the left-hand items.

1. The earliest church bells	(.....)	a. were built separate from the church buildings themselves.
2. Church bells were hung in a tower	(.....)	b. were invented by the Chinese.
3. The first towers for church bells	(.....)	c. the eight bells are usually rung in order from top to bottom.
4. Gothic style church buildings	(.....)	d. were made of four sheets of metal riveted together.
5. *Cast* bells	(.....)	e. skip from one note of the octave to another.
6. A peal of bells	(.....)	f. so that their ringing could be heard a long way off.
7. In *Round Ringing*	(.....)	g. consists of fifty-three bells
8. In *Change Ringing* the bell ringers	(.....)	h. were developed as a result of including bell towers in the church buildings themselves.
9. *Carillon* bells	(.....)	i. do not swing, but are struck by hammers worked from a keyboard.
10. Ottawa's Peace Tower carillon	(.....)	j. consists of eight bells which sound the notes of the major scale.

B. In the great old cathedrals three things told stories to people who could not read. These three things were:

1. .....; 2. .....; and 3. .....

C. 1. Two bells have exactly the same outside measurements. One of them is thicker and heavier than the other. Which bell gives the higher tone? (*Underline*)

The heavier bell The lighter bell

2. Write the sentence from page 343 which helped you to answer part 1 of this question.

.....

.....

.....

D. Match the items at the right with those at the left to give definitions of the left-hand items.

1. A *carillon* is	(.....)	(a)	a bell made by pouring molten metal into a mould.
2. An *octave* is	(.....)	(b)	a man who plays tunes on the bells of a carillon.
3. A *cast* bell is	(.....)	(c)	a series of eight notes starting at *low So* and ending with *high So.*
4. A *peal of bells* is	(.....)	(d)	a series of bells which are tuned to the notes of a major scale, *do, re, me, fa, so, la, ti, do.*
5. A *carilloneur* is	(.....)	(e)	a series of bells fixed in a tower and consisting of more than one octave.

CAN YOU REASON CORRECTLY?

Read these statements carefully. If you think that the last statement shows correct reasoning, write the word "YES" on the short line, and put nothing on the long line. If you think it shows poor reasoning, write "NO" on the short line and on the long one explain *why* you think the reasoning is poor.

1. Mr. Brown is as old as Mr. Smith.
   Mr. Smith is as old as Mr. Cox.
   Therefore Mr. Cox is as old as Mr. Brown. .....

   .....

2. Mary is older than Jean.
   Jean is younger than Anne.
   Therefore Mary is older than Anne. .....

   .....

3. Bill weighs neither more nor less than one hundred pounds.
   Therefore Bill weighs exactly one hundred pounds. .....

   .....

4. My home is neither east nor west of Winnipeg.
   Therefore I live in Winnipeg. .....

   .....

5. This book is mine.
   It cost neither more nor less than two dollars.
   Therefore I paid exactly two dollars for it. .....

   .....

6. Harry is not taller than Bob.
   Therefore Bob is taller than Harry. .....

   .....

7. All tulips have six petals.
   This flower I have in my hand has six petals.
   Therefore this flower is a tulip. .....

   .....

8. All the flowers in my garden are roses.
   Some roses are red.
   Therefore some of the flowers in my garden are red. .....

   .....

9. All great men work hard.
   Mr. Jones works hard fourteen hours a day.
   Therefore Mr. Jones is a great man. .....

   .....

10. All the houses on the south side of our street have even numbers.
    Those on the north side have odd numbers.
    My house faces north.
    Therefore my house has an odd number. .....

    .....

A. Write the following list of words in alphabetical order on the lines and put the number of the proper meaning in the brackets after each one.

insisted, scoured, preceding, elusive, initiation, knack, contracts, acquired, resolution, exquisite, automatically, gunwale, specimen, superb, hypnotized, translucence.

1.	(.....)	1. extremely beautiful
2.	(.....)	2. difficult to find or to obtain
3.	(.....)	3. searched carefully
4.	(.....)	4. sample, example
5.	(.....)	5. grows smaller
6.	(.....)	6. obtained
7.	(.....)	7. rail along the side of a ship
8.	(.....)	8. coming or going before
9.	(.....)	9. determination
10.	(.....)	10. very fine
11.	(.....)	11. said very definitely
12.	(.....)	12. trick
13.	(.....)	13. shining with light passing through
14.	(.....)	14. introduction
15.	(.....)	15. brought under some other person's mental power
16.	(.....)	16. in a way requiring no thought

B. What had happened *just before* each of the actions mentioned in these sentences from the story?

1. (page 357) Somewhat taken aback, I went up at the end of my time.

.....

.....

2. (page 358) From that instant I was like a blind man whose sight had come back.

.....

.....

3. (page 360) The lugger keeled over with a wave.

.....

.....

COMPLETING VERSES

Write the lines which you think best complete these stanzas or verses. Choose the ones with correct *rhythm,* the most suitable *meaning,* and the pleasantest *sound.*

1. Faster, faster, round we go,
   While our cheeks with roses glow,
   Free as birds upon the wing

.....

(a) As we loudly, sweetly sing
(b) Dancing in a fairy ring
(c) In the bright, sunny days of spring
(d) As winter's cold gives way to spring
(e) Happy, free as anything

2. I remember, I remember
   The fir-trees dark and high.
   I used to think their slender tops

.....

(a) Waved as the wind went by
(b) Were close against the sky
(c) Were whispering up on high
(d) Reached far up into the blue sky.

3. The night is calm and cloudless
   And still as still can be;
   And the stars come forth to listen

.....

(a) And see what they can see
(b) To their heavenly melody
(c) And sing for you and me
(d) To the music of the sea
(e) Singing merrily

4. I thought the world was once
   All peopled with princesses,
   And my heart would beat to hear
   Their loves and their distresses;
   And many a quiet night
   In slumber sweet and deep,

.....

.....

(a) The pretty fairy people
   Would visit me in sleep
(b) Those pretty, dainty maidens
   Into my bedroom would peep
(c) The fairies and the little elves
   Up to my bed would creep

5. The swallow, oft, beneath my thatch
Shall twitter from her clay-built nest;
Oft shall the pilgrim lift the latch,

.....

(a) When on his journey to the west
(b) I will give him of the best
(c) And share my meal, a welcome guest
(d) In rags and tatters poorly dressed
(e) And I shall then be happy and blessed.

6. I have a garden of my own
That shines with flowers of every hue;
I loved it dearly while alone

.....

(a) I'm sure I love it more than you
(b) With all its flowers, red and blue
(c) When all its blooms were wet with dew
(d) Why don't you come and see it, too?
(e) But I shall love it more with you

7. There was a jolly miller once,
Lived on the River Dee.
He danced and sang from morn till night,

(i) .....

And this the burden of his song
For ever used to be:
"I care for nobody, no, not I,

(ii) .....

(i) (a) No lark so blithe as he
(b) He lived quite fancy free
(c) He danced very merrily
(d) As happy as he could be

(ii) (a) I'm happy, proud and free
(b) I'm happy, you'll agree
(c) And nobody cares for me
(d) For I'm quite alone, you see

8. Shepherds lay afield that night
To watch their precious sheep;
Hosts of Angels in their sight
Came down from heaven's high steep.
Tidings! Tidings unto you!
To you a child is born

.....

.....

(a) In Bethlehem's holy city
Upon this first Christmas morn
(b) And laid within a manger
Among the hay and corn
(c) Purer than the drops of dew,
And brighter than the morn

ZORBA'S BARGAIN

A. Underline the things you would expect to find in and around the village where Zorba lived.

1. Grain farms
2. Cotton plantations
3. Tea plantations
4. Dairy farms
5. Vineyards
6. Hat factories
7. Sugar plantations
8. Bazaars

B. From time to time the money of different countries varies in value expressed in Canadian money, but one toman is worth, as a rule, just a little less than a Canadian dollar.

Underline the amount of Canadian money nearest to the price Zorba received for the rug.

$4.80 $48.00 $36.00 $120.00 $52.00

C. Name four animals that Zorba saw on the streets of Teheran.

....

D. Who are the persons in the illustration at the bottom of page 365 in order from left to right?

1. .....
2. .....
3. .....
4. .....
5. .....

E. *"Nine hundred knots to a pair of fingers."* What do you think this means and why do you think the merchant considered it important?

.....

.....

.....

F. Near the bottom of page 366 are the words *Why hurry?* Why did this thought come into the mind of Zorba's father?

.....

.....

G. As soon as the strange looking man saw Zorba's rug, he seemed anxious to buy it. Write one word from near the top of page 367 which suggests this.

.....

H. If Zorba's rug had been bought for and used in a home in Iran, no dusty shoes would ever have touched it. This was especially true of this particular rug. It was a ..... rug. (Read page 364)

THE TALE OF THE GENTLE FOLK

A. This story divides itself into two main parts. The first part extends from page 371 to the top of page 374. In this first part find the sentences suggested below and write *the first few words* of each.

1. A sentence indicating that Juan and Juanita spent busy, happy days.

.....

2. A sentence full of color.

.....

3. A sentence telling how the children played with the huanaco.

.....

4. A sentence telling of Campeon's surprise at being hurt by a man.

.....

5. A sentence telling that the writer and the children saw something which told them that Campeon had gone away to die.

.....

B. Print the names of two good qualities of the Gentle People and three bad qualities of the Yellow Men. Print one letter on each short line. The first letter of each word is printed for you.

1. The Gentle People:

K ...., *G* ....

2. The Yellow Men: (Read page 375)

G ...., *S* ...., *A* ....

C. In the middle of page 376 is the phrase *Fearing that*. What was it the Gentle People feared?

They feared .....

.....

.....

D. The prince felt sure that the yellow men would come south to his land after they had seen Capa. Why did he think they would do so?

.....

.....

A GEOGRAPHY LESSON

The description of Canada contained in this selection was clearly written by someone who loves her country. It is not poetry of the usual sort, with rhyming lines of definite length, but its beautiful pictures and its smooth rhythm are truly poetical.

Write the sentences having somewhat the same meanings as the following. Many of the sentences you will write on this page are worth memorizing.

1. West of the mainland of Canada, Vancouver Island lies in the Pacific.

2. Many people born in Prince Edward Island, leave it for other provinces and countries.

3. Vancouver Island with its mountains and lakes is still largely unspoiled forest.

4. No map can really picture for us the greatness of Canada.

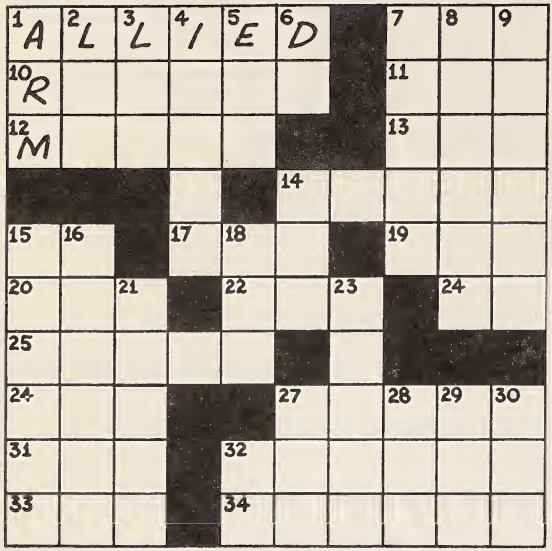
5. The Rockies are a gigantic mass of mountains.

6. The prairie is a land of immense distances.

7. (*Pick out one other beautiful sentence and write it.*)

A CROSSWORD PUZZLE

Some of the words in this puzzle go across from left to right. Some go down. Beginning in square (1) a 6-letter word goes across and a 3-letter word goes down. Look at the meanings and sentences below the puzzle.



1. *ACROSS—The United Nations were ..... together against Germany.* The 6-letter word *allied fits* best here. It has been written in the sentence and printed in the puzzle for you.

1. *DOWN — Bill broke his left .....* The word *arm* has been written in the sentence and printed in the puzzle. It fits the three spaces going down from the square marked (1). Now go ahead. Print neatly in the puzzle, and write the correct word in the blank when a sentence is given to show the meaning of the word and how it is used. If you have difficulty with any word the letters you have already used for other words will help you.

ACROSS

1. The United Nations were ....*allied*.... together against Germany.
7. Our ..... teacher showed me how to make this design.
10. The name of your ..... is "Proud Procession".
11. ..... is the Latin word for *lion.*
12. The soldier wears a ..... he won for bravery.
13. An ..... number will not divide evenly by 2.
14. Mr. Brown ..... his razor to make it sharp.
15. Toronto ..... the capital of Ontario.
17. Rock, sand, or earth from which metal is obtained.
19. A long fish somewhat like a snake.
20. Grown-up boys.
22. Part of a circle; part of a curved line.
24. I saw Ellen but she did not see .....
25. The cloth in Mary's skirt has been folded to make a .....
26. A kind of beer.
27. You always like to have one on your birthday and invite your friends.
31. A primary colour.
32. Way; fashion, way of behaving.
33. You will do this puzzle if you ..... hard.
34. The hind parts of ships are the .....

DOWN

1. Bill broke his left .....*arm*.....
2. The boat sheltered in the ..... of the island.
3. A boy.
4. A western American state just south of British Columbia.
5. The same as 19 across.
6. the abbreviation for *Doctor.*
7. A timid child is afraid to stay ..... at night.
8. You *make good or* ..... a promise when you do what you have promised to do.
9. The baby can ..... across the floor.
14. Anne has finished ..... work.
15. Your teacher tries to ..... knowledge to you.
16. The buyer and ..... agreed upon a price.
18. An animal something like a big mouse.
21. In great need.
23. A ..... was used to lift the heavy blocks of stone into place.
27. Tap lightly.
28. Abbreviation for *Royal Navy Reserve.*
29. Two fives.
30. Abbreviation for *years.*
32. Abbreviation for *manuscript.*

THE LITTLE MAGIC PAINTER

A. Finish these sentences to tell when Lame Boy felt *excited, afraid* and *happy*.

1. He felt *excited* when .....

.....

.....

2. He was *afraid* when .....

.....

3. He was *happy* when .....

.....

B. 1. What is Little Magic Painter wearing in the picture on page 380?

He is wearing .....

2. What do you think this article meant to the tribe?

.....

.....

3. At what do you think he is looking?

.....

4. What do you think he is doing as he looks?

.....

.....

C. Savage peoples are usually superstitious. The medicine men of a certain people believed that if they made a little image to represent some enemy and then stuck pins into it, the enemy himself would suffer pain, sickness or death as a result. Lame Boy and his tribe believed something similar to this in connection with their hunting.

1. Write a sentence from pages 381 and 382 which gives this idea.

.....

.....

2. Write two sentences from the Medicine Man's speech on page 385 which shows that he also had this idea.

.....

.....

.....

.....

CHAPTER EIGHT — REVIEW

This chapter is entitled *Things Beautiful.* Beauty appeals to us *in many ways*: to our eyes, to our ears, to the sense of smell, to the taste, to the sense of touch, to our idea of what is right and good.

1. Write a two-line quotation from *Night* which has to do with *smell* and *hearing.*

   .....

   .....

2. The beauty of bells appeals to our ..... What kind of bell music mentioned in the selection *Bells* do you think you would prefer to hear?

   .....

3. Which of the men mentioned in *Seven who painted Canada* do you think had the greatest love for Canada's Northland?

   .....

4. (a) From *Geography Lesson* write the sentence you like best about *Vancouver Island.*

   .....

   .....

   .....

   (b) Write the sentence from the paragraph about the prairie which gives the best idea of vast distances.

   .....

   .....

5. Write a sentence full of *color* from page 386.

   .....

   .....

6. Sometimes a beautiful thing is made to look still more beautiful because there is some ugly thing near. On page 374 are two sentences, one painting a beautiful thing and the other an ugly one. Write the first seven words of each sentence.

   (a) .....

   (b) .....

7. On page 361 is a sentence describing the beauty of a fine pearl. Pick out three words from this sentence which help to picture this beauty.

   ....

8. In *Zorba's Bargain* there were many things about Zorba's rug which told the rug merchant that it was a beautiful, well-woven rug. Which of these things do you think you would have noticed and liked?

   .....

   .....

THE FIRST TRANS-CANADA

A. There are nine paragraphs on pages 402, 403, and 404. (The ninth paragraph ends on page 405.) Nine of these headings fit these nine paragraphs. In the brackets after each of these headings write the *number* of the paragraph it fits, and on the line following write the first three words of the paragraph.

1. Beaver was the most valuable fur (.....) .....
2. Canoes carried everything (.....) .....
3. How the voyageurs appeared in Montreal (.....) .....
4. Canada's first important crop (.....) .....
5. Grand Portage, a busy trading centre (.....) .....
6. The appearance of the voyageur when travelling (.....) .....
7. The struggle for the fur trade (.....) .....
8. How the fur traders of Montreal carried on their trade (.....) .....
9. Travelling in Western Canada (.....) .....
10. The operation of a fur brigade (.....) .....

B. (*Underline the best answers*)

1. Near the bottom of page 404 *trade goods* are mentioned.

   These *trade goods* were:

   (a) provisions of the Pork Eaters.

   (b) bundles of furs.

   (c) things given to the Indians in return for furs.

   (d) the forty-pound bag allowed each man in a big canoe.

2. Grand Portage was busiest in

   (a) spring (b) summer

   (c) autumn (d) winter

C. Write a good sentence to explain what is meant by saying that *the trader graded the furs as well as he could.*

.....

.....

.....

D. On page 405 there are three words beginning with the syllable *re,* meaning *again, once more.* Write these three words.

....

E. Place in the brackets the *letter* marking the statement which best fits each of the names at the left.

1. The Pork-Eaters (.....)
2. The traders in the small posts (.....)
3. The Coureurs-de-Bois (.....)
4. The fur-traders of Montreal (.....)
5. The most skilful voyageurs (.....)
6. A fur brigade (.....)

(a) carried trade goods and furs west of Grand Portage.

(b) established a very good system for carrying on their business.

(c) collected furs from the Indians all winter.

(d) were placed in the bow and stern of each canoe.

(e) consisted of three or four canoes.

(f) carried furs from Grand Portage to Montreal.

F. Copy from the little dictionary at the back of your reader the definition which helps you to understand the meaning of these words from page 406.

1. *corduroyed* .....

.....

2. *brigades* .....

.....

THE ROYAL MOUNTED AND THE WHISKEY TRADERS

A. Write two sentences from page 410 giving the reasons why the Canadian government determined to get rid of the whiskey traders.

.....

.....

.....

.....

B. What is a *loophole* in the wall of a fort?

.....

.....

C. Jerry Potts was Colonel Macleod's *interpreter*. What is an interpreter?

.....

.....

D. 1. Was Colonel Macleod higher or lower in rank than an inspector? (*Underline the correct word*)

Higher Lower

2. Write a sentence from page 411 to prove that you are right.

.....

.....

.....

E. Write four sentences telling, in proper order, how the Colonel went about his task of clearing the country of the whiskey traders.

.....

.....

.....

.....

.....

.....

.....

.....

THE GOLD RUSH

A. In what two ways did the gold seekers reach the rivers of British Columbia?

1. .....

2. .....

B. Why did the men at the store on Lake Cariboo greet Dr. Keithly and his companions in so unfriendly a fashion?

.....

.....

C. Dr. Keithly's party left the front part of the store and went into the storeroom at the back.

1. What reason did they give for going there?

.....

2. What was their real reason?

.....

.....

D. Write the first sentence from the story which indicates the excitement of the four friends when they discovered gold.

.....

E. What did the four friends do just before Dr. Keithly and Dave Campbell went back to the store for supplies?

.....

F. What word on page 416 indicates that some of the prospectors at Lake Cariboo were willing to pay for information about the new "gold strike"?

.....

G. Write the sentence from the story which tells that soon a great many men were busy staking claims near where Dr. Keithly's party had discovered gold.

.....

.....

.....

WORDS THAT DO NOT FIT

There is one word in each of these paragraphs which does not fit its general meaning. Cross out this word and on the line following the paragraph write a suitable word to replace it. (*Words are suggested for you in the first four paragraphs.*)

1. The country through which we passed that day was the most desolate I have ever seen. Not a tree or a blade of grass was to be seen. Bare rocks lined the steep sides of the great gullies which had at some time been torn in the mountain side. There was no sign of life anywhere. Indeed, how could any creature find food or drink in this fertile land?

.....

flat *friendly* *barren*

2. Bill's father and mother had to leave their country home one Saturday morning to transact some business in town. Before leaving, Mr. Hargrave told Bill to cut the lawn and water the garden. Soon after the Hargraves had left, two of Bill's chums called for him to go fishing. Bill knew that his parents could not possibly be back before evening, and thought that he would have lots of time to go to the lake for a few hours and then do his work when he got back. However, the fishing trip took less time than he had thought it would, and Mr. Hargrave was displeased when he returned to find that his orders had not been carried out.

.....

more *pleasanter* *busier*

3. The old house we saw on our excursion yesterday seemed to have been deserted for years. As we walked through the well-kept garden to the front door we saw signs of neglect on every hand. The verandah posts were leaning at many angles and seemed ready to fall at any instant. Shattered windows and doors hanging on broken hinges added to the picture of decay.

.....

overgrown *big* *neat*

4. It was a bitterly cold morning. Harvey lost no time in putting on his heaviest clothing and lighting the fire in the kitchen stove. While he hurried about doing everything he could to make the house comfortable, his little brother stood sweltering with the cold, waiting for the kettle to boil for breakfast!

.....

expecting *panting* *shivering*

5. Bill and I went swimming yesterday. It was the first really warm day of the spring, just the day to try out our new bathing suits. Bill had learned the Australian crawl and started to teach me, but I'm afraid I was a very dull pupil. He demonstrated the strokes very carefully and explained very clearly, but I seemed to be quite able to learn anything.

.....

THE SECOND TRANS-CANADA

A. 1. Building the railway across the prairies was much easier than it was in Ontario and in British Columbia. Why?

.....

2. There were difficulties in the way even on the prairies. Name two of them.

(a) .....

(b) .....

B. The first paragraph on page 418 suggests that something else was built across Canada at the same time as the railway. What was this?

.....

C. Who were William Van Horne and Donald J. Smith?

William Van Horne was .....

Donald Smith, later known as Lord ....., ...

.....

D. Single members of the Mounted Police, or very small numbers of them, often fearlessly faced large bands of outlaws or Indians, and compelled them to obey orders. In a sentence or two tell the incident of this kind mentioned in this story.

.....

.....

.....

.....

E. Write the words listed at the left in alphabetical order on the lines in the centre of the page and then re-write them divided into syllables on the lines at the right, marking the accented syllable in each case.

Word	*Alphabetical order*	*Division into syllables*
ponies	*abuse*	*a-buse'*
police		
scarlet		
tunics		
sergeant		
fifteen		
abuse		
attention		
difficulties		
greater		
dismounted		
collapsed		

THE BLIZZARD

A. State clearly what is meant by these statements.

1. (page 424) "No let-up!" said Father hoarsely.

.....

.....

2. (page 426) "I'll have to try it," he said.

.....

.....

3. (page 426) "Just the thing," said father.

.....

.....

B. Write the sentences from the story suggested below.

1. (page 424) A sentence suggesting the storm was very fierce.

.....

.....

2. (page 425) A sentence contrasting the comfort indoors and the blizzard outside.

.....

.....

.....

.....

3. (page 428) A sentence which tells us that the cellar door formed part of the floor of the house.

.....

.....

.....

C. One of the paragraphs on page 426 tells of something the two girls did during the day. Judging from what they did, which do you think was the older? Tell why you think so.

.....

.....

.....

D. 1. A wise farmer or housekeeper looks ahead and prepares for whatever may happen. Were the Juliens good farmers and housekeepers? (*Underline*) Yes. No.

2. Mention four things they did which makes you think they were good (or poor) farmers and housekeepers.

.....

.....

.....

.....

READING A TIMETABLE

Here is a railway timetable showing the times of trains between North Portal, Saskatchewan, and Moose Jaw.

Read *down* the left hand column for the train running from North Portal to Moose Jaw, and *up* the right hand column for the train going from Moose Jaw to North Portal.

NORTH PORTAL — MOOSE JAW

No. 13 Daily	Miles	TABLE 108	No. 14 Daily
P.M.		Mountain Time	P.M.
2.20	0.0	Lv NORTH PORTAL, Sask. Ar	1.30
f 2.37	8.2	Pinto	*f* 1.10
2.46	12.9	Roche Percee	1.00
2.53	17.1	Shand	*f*12.50
3.10	23.1	Estevan 106, 110	12.35
f 3.23	31.2	Hitchcock	12.12
3.36	40.2	Macoun	11.59
3.50	48.9	Midale	11.44
4.05	58.1	Halbrite	11.31
f 4.19	66.6	Ralph	11.18
4.35	76.3	Ar Weyburn Lv	11.05
4.45		Lv Weyburn Ar	10.55
4.57	84.7	McTaggart	10.40
f 5.03	88.7	Brightmore	*f*10.32
5.12	93.3	Yellow Grass	10.26
f 5:19	98.3	Ibsen	*f*10.16
5.31	105.6	Lang	10.05
5.48	113.7	Milestone	9.50
f 5.59	120.1	Corinne	9.38
6.09	125.3	Wilcox	9.29
f 6.16	130.0	Diana	*f* 9.21
6.27	135.8	Rouleau	9.12
f 6.38	142.5	Pitman	9.02
....	148.3	Drinkwater	8.53
j 6.58	154.4	Stelcam	8.44
7.10	160.6	Pasqua 6	8.35
7.30	167.5	Ar .... MOOSE JAW|| 6 Lv	8.20
P.M.			A.M.

Explanations of Signs:
|| Meal Station. • Motor train.
f Stops on signal. M Mixed train.

A.M. times are printed in light figures.
P.M. times are printed in dark heavy figures.

A. 1. The distance the train travels is shown in the column starting with 0.0 miles at ..... and ending with ..... miles at .....

2. It is ..... miles from North Portal to Milestone.

3. It is 142.5 miles from North Portal to .....

4. It is ..... miles from Pitman to Moose Jaw.

5. ..... is about half way from North Portal to Moose Jaw.

6. This train runs ..... (every day; weekdays only).

7. The train stops for ..... minutes at Weyburn.

8. The train from Moose Jaw to North Portal stops only on signal at .....,

   ....., ..., ...,

   and .....

9. At noon the train from Moose Jaw has just left .....

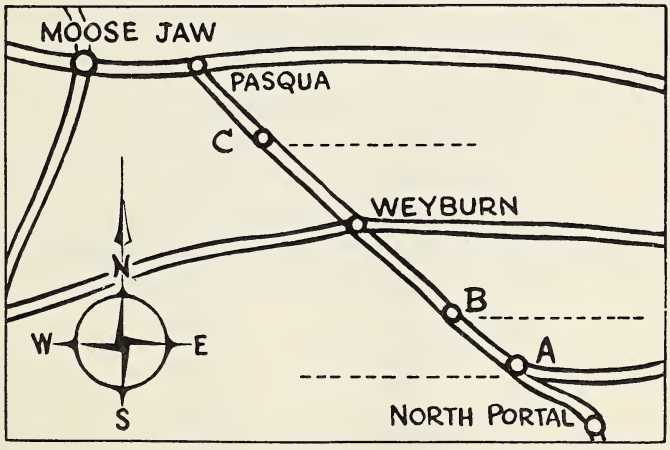
10. ..... is a meal station.

11. The journey from North Portal to McTaggart takes ..... hours and ..... minutes.

12. The journey from Moose Jaw to McTaggart takes ..... hours and ..... minutes.

13. I live in Moose Jaw and must be in North Portal at 11:00 a.m. on May 12. I must travel by train. When must I leave Moose Jaw? .....

B. Here is a simple map of the railway from Moose Jaw to North Portal.



1. The general direction of the line from Moose Jaw to North Portal is from .....

   ..... to .....

2. Weyburn is ..... miles ..... of North Portal.

3. Print the names of the stations suggested by the letters *a, b,* and *c* on the map. *You must decide which they are by looking at the table of distances printed in the time-table.*

   (a) ....., (b) ....., (c) .....

THE THIRD TRANS-CANADA

A. This selection contains ten paragraphs. Write the number of the paragraph suggested by each of these headings.

(.....) Canadian airmen in the first Great War.

(.....) Early commercial flying in Canada.

(.....) The three Trans-Canadas.

(.....) T.C.A., a great transportation system with overseas services.

(.....) The careful early development of T.C.A.

(.....) Early interest in aviation in Canada.

(.....) How R.C.A.F. veterans are trained for T.C.A. flying.

(.....) Mapping the Canadian Northland.

(.....) Air travel brings the countries of the world together.

(.....) The first trans-Canada flight.

B. 1. What does the picture on page 430 suggest?

.....

.....

2. Name four kinds of T.C.A. employees mentioned on page 432.

(a) ..... (c) .....

(b) ..... (d) .....

3. Write the names of three places outside Canada to which T.C.A. planes fly regularly. Put the one nearest Canada by air first and the one farthest away last.

....

C. Words made from those listed at the left are to be found on page 432. Write them on the lines and then make words in the same way from those printed at the right.

1.	amaze	.....*amazing*.....	divide	.....*dividing*.....
2.	friend	.....	man	.....
3.	dark	.....	good	.....
4.	differ	.....	excel	.....
5.	transport	.....	quote	.....
6.	compete	.....	compose	.....
7.	advise	.....	dispatch	.....
8.	regard	.....	track	.....
9.	choose	.....	freeze	.....
10.	passage	.....	message	.....

SILVER FOX

A. Complete the sentences:

1. The silver fox was first seen by .....
2. ..... was bitten by the ..... fox.
3. A female fox is called a .....
4. There were ..... pups in the den, of which ..... were silvers.
5. Anne's father's name was .....
6. Hugh is spoken of in the story as an .....
7. A family of fox puppies is called a .....

B. From the pages mentioned, write sentences (or. parts of sentences) showing that:

1. (page 435) Philip was very much excited when they first caught sight of the fox.

.....

.....

2. (page 436) Philip became absolutely motionless.

.....

.....

3. (page 437) The capture of the silver foxes was a very serious matter to Mr. Jackman.

.....

.....

C. Write the number of each word from the list at the right in front of the correct meaning. There will be two meanings with no number written in front of them, as they do not fit any of the words in the list.

(.....) arranged, placed correctly
(.....) strain
(.....) a ridge of rock
(.....) silence
(.....) a low, wet piece of land
(.....) period of watching
(.....) breathed out
(.....) looked intently
(.....) the state of being motionless
(.....) explained

1. swale
2. immobility
3. vigil
4. adjusted
5. tension
6. peered
7. exhaled
8. hogsback

CHAPTER NINE — REVIEW

A. Write the names of the selections which tell of the following things.

1. How the early fur trade was carried on.

.....

2. Where streams flow, some north to Hudson Bay and some south to Lake Superior.

.....

3. A little girl's discovery which led to profit for the family.

.....

4. How a seigneur of Old Quebec received rent from his tenants.

.....

5. How a discovery was made which led many miners to try their luck in the Cariboo country.

.....

6. That an old man remembers many changes in the western part of the great prairies.

.....

7. A hard winter on the prairies.

.....

8. Building the C.P.R.

.....

9. The development of the T.C.A.

.....

10. How lawlessness was fought in early Western Canada.

.....

11. A pioneer lumberman of Nova Scotia.

.....

B. In each blank write the name of some person or persons mentioned in this chapter.

1. ..... made the first rich gold strike in the Cariboo.
2. ..... grew Quebec's first apples.
3. ..... drove the 'last spike' in the C.P.R. line.
4. ..... routed the whiskey traders.
5. ..... won the Victoria Cross as a flier in the first World War.
6. ..... carried furs from the scattered parts of the West to Grand Portage.

TEST · No. 5

I. Like a hair, each feather grows in a pit or pouch of its own. The lower portion, which is round and hollow, is known as the quill. For centuries before the invention of the steel pen, a pen made from the quill of a goose was used by writers. One of the *requisites* of a schoolmaster was skill in sharpening or mending these pens. This he did with a small penknife made for the purpose. The square central portion leading out from the quill is the shaft. The lighter portion growing out of the shaft is the web. The American Indians, as well as the English archers, were *wont* to split the shaft of a feather carefully and glue the halves to the opposite sides of their arrows to give *them* a steadier, more *accurate* flight.

A. This paragraph is mainly about:

1. how a feather resembles a hair in growing
2. the pens of olden days
3. the parts of a feather and their uses
4. how arrows are made steadier and more accurate in flight.

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper line.

1. requisites	.....	(a)	habits	(e)	unable
		(b)	necessary things or	(f)	accustomed
2. wont	.....		abilities	(g)	exact
		(c)	requisitions	(h)	silent
3. accurate	.....	(d)	want	(i)	swift

C. The three parts of a feather are the ....., the ....., and the .....

D. One difference between the quill and the shaft is that the quill is ..... and the shaft is .....

E. Which part of the feather was not used by archers to steady their arrow in flight? .....

F. The underlined word *them* in the paragraph stands for .....

G. According to the paragraph what was a very necessary tool for a schoolmaster of olden days? .....

II. A very curious habit of the cuttlefish is to change its color from time to time. *This* it can do at will. If it happens to find itself on a sandy bed, where the pebbles are variously colored, yellow and black, it can change its color so that it takes a keen eye to *distinguish* the animal from its surroundings. If it moves to a region where dark rocks abound, the little spots, specks or strips, with which it was *adorned* a half-hour before disappear, and a dark, nearly black animal is seen. These sudden changes in color are brought about by means of large cells in the skin, which are filled with coloring matter. As these cells *contract* or expand, the color of the animal changes.

A. This paragraph is chiefly about:

1. the habits of the cuttlefish
2. the color of the cuttlefish
3. how the cuttlefish changes its color
4. cuttlefish and their surroundings

B. The three words printed at the left are underlined in the paragraph. Choose meanings from the list at the right which fit these words as they are used in the paragraph. Write these meanings on the proper lines.

1. distinguish	(a) make different	(f) colored
	(b) tell apart	(g) an agreement
2. adorned	(c) make famous	(h) change
	(d) decorated	(i) grow smaller
3. contract	(e) highly respected	

C. The word *this* is underlined in the second sentence of the paragraph. What does *this* mean?

.....

.....

D. Write one word from the paragraph to complete each sentence.

1. The cuttlefish changes its color to suit its .....

2. A person must have ..... sight to pick out a cuttlefish from the sand, pebbles and rocks round about.

E. Write a group of six words from the paragraph indicating that the cuttlefish can change its color just when and as it wishes to.

.....

F. Write three words used to name the small markings often seen on the skin of the cuttlefish.

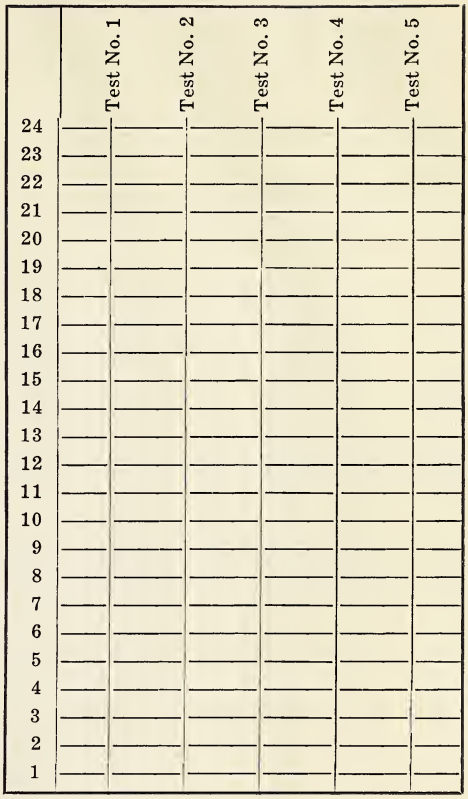
....

G. If a cuttlefish were to move to a stretch of light sand with no pebbles or rocks in it, it is probable that the skin cells containing light coloring matter would .....
(Put one of these words in the blank: *contract, disappear, expand*)

MY SCORES ON THE FIVE TESTS

Record the scores in the form below and then mark them on the three lines of the graph to the right.

Test	Date	Class Average	My Score
1			
2			
3			
4			
5			



BOOKS I HAVE READ THIS YEAR

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

.....

.....

Title .....

Author .....

This book is about .....

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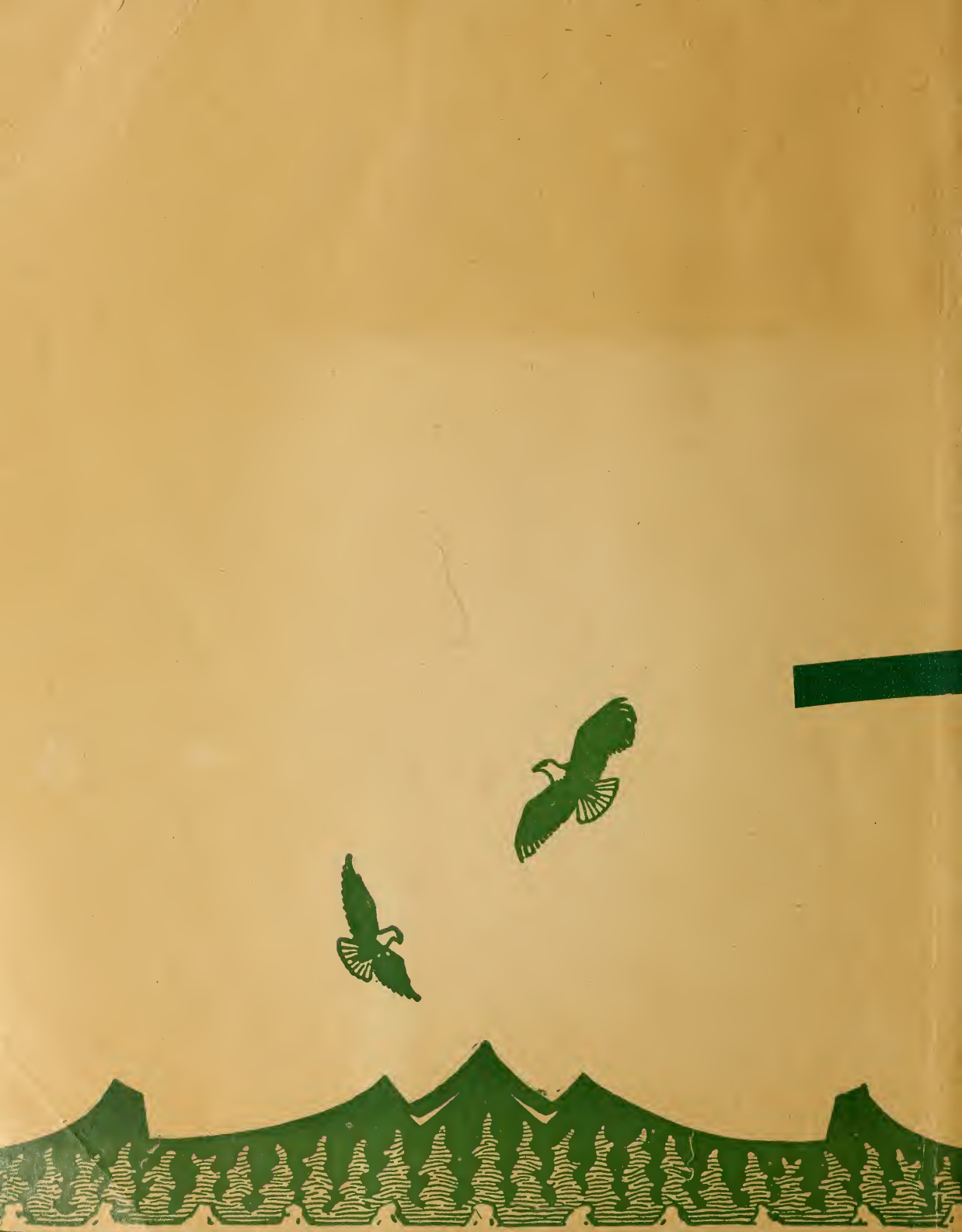

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